

ADDIS ABABA UNIVERSITY

**STUDENTS' AND TEACHERS' USE OF ENGLISH AS THE
MEDIUM OF INSTRUCTION IN NEKEMTE TOWN GRADE 9
HISTORY AND GEOGRAPHY CLASSES: ORAL
INTERACTION IN FOCUS**

TAMIRU OLANA DEFA

JUNE 2013

ADDIS ABABA

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TAMIRU OLANA DEFA

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LANGUAGE)**

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JUNE 2013

DECLARATION

I, the undersigned, declare that this Thesis is my original work and has not been presented for a degree in any other University and that all the materials used in the Thesis have been duly acknowledged.

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ABSTRACT

The use of English as the medium of instruction in the Ethiopian secondary schools seems an ignored study area. The objective of this study was, thus, to explore the extent to which teachers and students use English in relation to Oromo and Amharic at grade nine. Accordingly, it investigates the amount of students' and teachers' use of the TL; explores the subjects' reasons for code-switching; and examines teachers' help of students to use the TL. For the investigation, a mixed-method research approach is used under the umbrella of pragmatic paradigm of research design.

One hundred and twenty students and four Grade 9 History teachers and Geography teachers were purposively selected for the study from two secondary schools in Nekemte town. The data were collected through students' questionnaire, teachers' interview and classroom observations. The data from the questionnaire were analysed using simple statistics (percentage and frequency), and the data from the interview and the lesson transcripts were analysed by using content analysis of the transcripts.

The results indicated that the students' use of the TL is 3.6% of the class time while that of their teachers' is 62.2% of it. The data also showed that students switched code 4.9% of the class time while their teachers did so 29.3% of it, which indicated that teachers played the dominant role in using both languages. The data also indicated that the students switch code because teachers did not encourage them to use the TL. It also revealed that students' inefficiency and lack of confidence and lack of time enforced them to use the local languages. The data from the lesson transcripts also showed that teachers and students switch coded for different reasons. Lastly, it was discovered that History teachers and Geography teachers hardly showed efforts to promoting students' use of the TL.

From the findings, it could be concluded that teachers need to be aware of the additional responsibilities of promoting students' language skills and thus work in collaboration with English teachers in this regard. Similarly, students should try to use the TL in oral interactions in order to improve their oral proficiency.

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LIST OF ABBREVIATIONS AND ACRONYMS

BICS -	Basic Interpersonal Communication Skills
CALP-	Cognitive Academic Language Proficiency
DRCD-	Department of Research and Curriculum Development
ELIP-	English Language Improvement Programme
EMI-	English as the Medium of Instruction
ERGESE-	Evaluative Research on General Education System of Ethiopia
ESLCE-	Ethiopian School Leaving Certificate Examination
FL-	Foreign Language
L1-	First Language
L2-	Second Language
MoE-	Ministry of Education
MoI-	Medium of Instruction
MT-	Mother Tongue
MTE-	Mother Tongue Education
TGE-	Transitional Government of Ethiopia
TL-	Target Language

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter will begin with the overview of related research on the historical development of English as the medium of instruction (hereafter, EMI) since the advent of modern education in Ethiopia. It will also emphasise the role of English in different organisational sectors in Ethiopia. In addition, the chapter will discuss the statement of the problem, to show the research gap, by raising the relevant issues debated by scholars. Furthermore, the chapter will explain objectives of the study, the research questions, importance of the research and the scope of the study. Moreover, it will present the limitations of the study, the organisation of the research work and the definition of key terms used in the dissertation under subsequent sections. Finally, a brief conclusion of the chapter will be given.

1.1 Background of the study

Researchers have investigated the extent to which students can be successful in using English as a medium of instruction, where it is not their first language, and found out contradictory results on their academic performances. In North America, for example, the ‘immersion’ and ‘submersion’ programmes have been employed to offer instruction in and through the second language.

In the immersion programmes, children who speak only one language are taught in their second language. If children are taught in their second language throughout the day, the programme is called ‘total immersion’. On the other hand, if children are given instruction

through the second language for only one part of the day, the programme is known as ‘partial immersion’ (Baker, 1993, p. 158). These two types of programmes have largely been the bases for evaluating the effect of the language of learning on the academic performance of learners.

The French immersion programmes are acclaimed as programmes that “provide effective mastery of a second language with no loss to the first language or academic achievement” (Carey, 1994, p. 136). Cummins and Swain (1986) report other studies with similar findings although they also include other variables. One important observation about the findings is that each one of them is qualified by conditions such as the age of the students, the length of the period of instruction and the students’ literacy in the first language.

In her synthesis of the research, Collier (1989) concludes that “consistent, uninterrupted cognitive academic development in all the subjects throughout students’ schooling is more important than the number of hours in L2 instruction for successful academic achievement in a second language” (p .527). Although Collier has reached this conclusion, she acknowledges that the instruments that were used in the research that she has synthesised are not the best measures of second language proficiency. Most of the instruments were standardised tests.

In a foreign language context, like in the Ethiopian case, classroom is the only environment where students practice English by learning it as a subject and/or by using it as the medium of instruction). Therefore, it is important to explore the extent to which emphasis is given to the use of the TL in this limited context; especially, during transition from mother tongue instruction to instruction through English (at Grade 9).

1.1.1 Historical development of media of instruction in Ethiopia

In the next sub-sections, I will briefly discuss an overview of the historical development of media of instruction in Ethiopian schools by dividing the section into four periods, i.e., during the reigns of Minilik II, Haileselassie I, the military junta (commonly called the 'Derg') and the present government to see the gradual development of EMI in the country's education system.

1.1.1.1 During the Reign of Minilik II (1889- 1909)

Modern education was introduced to Ethiopia in the early 20th century and officially started by the opening of Minilik II School ('Ecole Imperiale Minilik II') in 1908 (McNab, 1989, p. 77; Taye, 1999, .p. 15). The Ethiopian Orthodox Church, which had a virtual monopoly on education by the time, critically opposed the establishment of a secular school for fear that schooling would spoil the social and religious values and norms of the society and/or of the church (Tekeste, 1990, p. 101; Heugh, Benson, Berhanu & Mekonnen, 2007, p. 45). The aim of the modern school, thus, was limited to teaching European languages such as French, English, and Italian. The secret of teaching these languages was that they would be important to keep the country autonomous by providing it with elites who could negotiate the interests of the monarchy through the 'so called international tongues' (Heugh et al., 2007, p. 45).

Besides the European languages, the curricula of the first school included languages like Arabic, Amharic and Geez; and subjects like Arithmetic, Science, Physical Education and Sports (Alemu, 2004, p. 3). This indicates that the first curriculum of modern education in the country was dominated by languages' education.

1.1.1.2 During the Reign of Haileselassie I (1930- 1974)

Evidences indicate that French served as a sole MoI until 1925 when the second government primary school (Teferi Mekonnen Primary School) was opened (Marew, 1998, p. 208). It was no sooner than the opening of the school that English shared the status as the second foreign language used as the MoI. Since then, the two languages (French and English) remained languages of instruction until the Italian occupation of Ethiopia in 1936 (ibid.).

In fact, the choice of this second MoI was not without reason. The first reason was that there was no school using foreign language as MoI other than the few traditional Church and Quran schools that used Geez and Arabic respectively. The second reason was that the then contemporary traditional schools were limited in all respects, and educational objectives to train able elites, who would facilitate the running of a modern state and speed up the centralisation process (Gebremedhin, 1993, p. 26). Thus, under the pretext of using English as an additional MoI, the emperor was able to enlist both Britain and America for the establishment of new schools and modernise the old ones (ibid.).

After the Italian occupation, however, the modern system of education was completely disrupted (Bender, 1976, p. 320). Bender further states that after the Italian invaders occupied Addis Ababa in May 1936, they decided, from the start, on rejecting any kind of national language for the invaded country (ibid.). Consequently, by an edict of 1936, they propagated six main local nationality languages to be the media of instruction in their six administrative units of their east African empire by making Italian the principal language of instruction (Heugh et al., 2007, p. 46).

Thus, Tigrinya and Arabic in Eritrea, Amharic in Amhara, Amharic and Oromo in Addis Ababa, Harari and Oromo in Harar, Oromo and Kaficho in Sidama and Somali in Somali were used in their respective areas (ibid.). The language policy implemented by the fascists was not for pedagogical purposes, rather to make it conducive to divide-and- rule the nation based on ethnic and religious spheres. Such a policy was considered as a separatist movement which considers as Italy's attempt to combat "nationalist sentiments" (McNab, 1989, p. 78).

After Italy's evacuation of the country in 1941, English got the status of being the dominant MoI at all levels of education (Gebremedhin, 1993, p. 26). As a result, the Ethiopian and the British governments came to agreement in 1942 to import both teaching materials and examinations from Britain and this agreement continued until 1958/59 (Alemu 2004, p. 4;

Heugh et al., 2007, p. 46). In the early 1960s, however, Amharic was officially declared the language of instruction of primary education (Grades 1-6) as a result of the 1955 Ethiopian constitution, which stipulated that Amharic shall be the official language of the country (McNab, 1989, p. 79).

The change of MoI from English to Amharic at the primary level was on the ground of a study conducted by the Department of Research and Curriculum Development (DRCD) in the early 1960s. According to Heugh et al. (2007, p. 46), there were two reasons for the change of language of instruction at the primary level from English to Amharic (Heugh et al., 2007, p. 46). The first reason was that children became handicap by having to learn in a foreign language that more than 60% of them would not need to use after leaving school (Stoddart, 1986, pp. 9-10). The second rationale was that much of the content of the courses

was incorrectly or inadequately conveyed because of the language barrier (Heugh et al., 2007, pp. 46-47). This change, without any doubt, enabled Amharic-speaking learners to begin from the known and learn through a familiar language, which is pedagogically sounder than begin from the unknown and learn through unfamiliar language at early stages (ibid.).

Nonetheless, this language-policy-in-education of the imperial government was criticised and opposed because it had the goal of assimilation by using only one language (Amharic) throughout the country despite the country's linguistic diversity (Seyoum, 1997, p. 157). Meanwhile, in 1962, the Ministry of Education and Fine Arts conducted a general assessment of the elementary education system, and came up with some recommendations in 1963/4. Tamene (2000) states that one of the recommendations made was:

to introduce English at Grade 3 on the ground that introducing two languages, namely, Amharic and English, simultaneously at grade one would be demanding for non-Amharic speaking children. Based on the recommendations, a new English curriculum was designed in 1963/4 for the secondary level. According to this curriculum, secondary English curriculum covered 6 years with the first 2 years (Grades 7 and 8) being 'exploratory' years, which later became junior secondary level. It is stated in the document that intensive courses on English language skills would be given at Grades 7 and 8 for nine periods a week. (P. 13)

However, towards the end of Haileselassie's reign, there was not much attention given to quality of education in general and to the improvement of English education in particular because of the political situation that existed in the country. To exemplify, University students' movement under the slogan 'land to the tiller', which led to an action toward

liberation that would take full account of the question of nationalities and languages was aggravated and resulted in the end of the system in 1974 (Balsvick, 2005, p. 278).

1.1.1.3 During the “Derg” Regime (1974-1991)

After the Military Government took power in 1974, it promulgated that the problem of nationalities could be resolved if “each nationality has the right to determine the contents of its political, economic and social life; uses its own languages, etc.” (McNab, 1989, p. 84). Thus, during the National Literacy Campaign in the non-formal education that started in 1975, fifteen Ethiopian languages (including Amharic) were used as the MoI while Amharic continued to serve as the MoI in formal primary schools (Heugh et al., 2007, p. 88; McNab, 1989, p. 184).

In the formal education sphere, the military government made some controversial changes in relation to the relative importance of Amharic as the MoI when compared with EMI. The changes were, on the one hand, there was a trial use of Amharic as the MoI in seventy experimental junior secondary schools (Grades 7 and 8) instead of EMI (McNab, 1989, p. 86). On the other hand, a pass mark in English, not in Amharic, in the Ethiopian School Leaving Certificate Examination (ESLCE), was required for university entrance (ibid.).

Nevertheless, the Ministry of Education conducted a study on Evaluative Research on General Education System of Ethiopia (ERGESE) by Stoddart (1986) to get information concerning the use of MoI in the country’s education system.

Based on his field surveys, Stoddart, who gave English the status of ‘second language’ in Ethiopia, explains about the English language ability of the vast majority of Ethiopian students who use English as the medium instruction as follows:

Even in classrooms, students do not possess sufficient English to understand what they hear from their teachers or read in their textbooks, let alone to participate actively through speaking and writing. At best, it means that mere rote learning often prevails, with no critical and creative participation of students. And at worst, it means that some, possibly many, students whose English is not sufficient even for rote-learning, spend most of their class hours copying down notes that the teacher has written on the blackboard. (1986, pp. 6-7)

The designation of English as a “second language” of Ethiopia by Stoddart (1986) is thus, misleading because, as he puts it convincingly, Ethiopian students could not use the TL effectively even in classrooms let alone using it as a second language (Berhanu, 2009, p. 6).

Stoddart’s (1986) study also shows that the use of Amharic as the MoI in the primary schools, especially with non-Amharic speaking children and the use of English in junior and secondary education as the MoI, were seriously affecting the quality of education. His report emphasised that the role of EMI was insignificant; so, it is no longer appropriate to call it EMI; “rather it has become a medium of obstruction” (p. 7). As a result, he recommended that an additional period had to be assigned for Amharic and there is an urgent need of replacing English with Amharic as MoI in the secondary schools (ibid).

From the recommendation, one can imply that the report ignored the status of English as a global language, which rather makes it need a special attention. Thus, ERGESE should have recommended the way the provision of English language could be improved in order to enhance students' TL proficiency other than suggesting it to be given up at secondary school level. (See section 2.7 for the importance of using EMI in the subject area classes).

In general, the Imperial and the 'Derg' regimes were alike in that both ran monolingual policies of education at primary school level although the research results conducted by both governments showed that educational quality was hampered by the use of Amharic (for non-Amharic speaking children) and English as the MoI in primary and secondary levels of education, respectively.

1.1.1.4 The Present Practice (1991 to date)

After the downfall of the 'Derg' regime in 1991, the history of the Ethiopian nations and nationalities' languages has been changed. The Ethiopian People's Revolutionary Democratic Front (EPRDF) focused, among other things, on the rights of nations and nationalities to use their languages. The fifth article of sub-article 1 and 2 of the constitution ratified in 1994, for example, states that (1) *All Ethiopian languages shall enjoy equal state of recognition; and* (2) *Amharic shall be the working language of the Federal Government* (p. 78).

The new policy of languages of instruction in the primary schools, in which the strongest manifestation of the new government's language policy was seen, states that besides its pedagogical advantages, learning in ones MT is the learner's right. To quote, "Cognizant of the pedagogical advantage of the child in learning in MT and the rights of nationalities to

promote the use of their languages, primary education will be given in nationality languages” (MoE, 1994, p. 23). As a result of this language policy, there are many languages, which are currently used as MoI at primary school level. Besides, Amharic, Oromo and Tigrinya are taught as subjects up to postgraduate level. Furthermore, Amharic, Oromo, Tigrinya, Wolaytinya, Gammo, Sidama and Kafa are used to train primary school teachers (Heugh et al, 2007, p. 105). This shows that more emphasis has been given to the development of nationalities’ languages and cultures than ever before.

Besides the local languages, English has been given emphasis in the Ethiopian education sector as well as in other social spheres. Articles 3.5.5, 3.5.7 and 3.5.8 of the Educational and Training Policy of 1994 can evidence the emphasis given. The articles respectively state that *(a) English will be the medium of instruction for secondary and higher education, (b) English will be taught as a subject starting from grade one, and (c) The necessary steps will be taken to strengthen language teaching at all levels* (TGE, 1994, p. 24).

In the light of this policy, many changes have been made. To mention a few: (1) English Language Improvement Programme (ELIP) has been conducted at large to enable primary school teachers to be efficient English teachers; and (2) Emphasis has been given to in-service training so that most of Ethiopian teachers can improve their education through distance, summer and extension programmes (Yonas, 2008, p. 143). These endeavors have been carried out to boost up the status of English in general and to intensify the English proficiency of all teachers and students in particular.

However, local researchers claim that the improvement of students and teachers’ use of the TL is still under question. For example, Hailom and Woldu (1998) also contend that most of

Ethiopian students could not reach a reasonable level of proficiency in English. They observed the problem even from teachers who engage in the teaching profession (p. 29).

Tiruneh (1997) studied the roles of subject area teachers in promoting English language learning but he reported self-contradicting views and activities of teachers. According to him, the teachers assert that they know where students' language problems lie, and they help them, for example, by giving correct versions of the errors students commit. However, their students declare that their problems are different from what the teachers say and that they rarely receive feedback from teachers. Tiruneh explains that at one time, the teachers assure that it is also their duty to influence the students' language development, but at other times they "... by and large assume that the responsibility to enhance students' language proficiency is not the subject area teachers' duty and should be handled somewhere by someone else" (p. 73).

This implies that the drafting of educational policy, the training to implement the policy and the implementation of the policy are different things. To implement what is put in the policy, there should be a follow up from all stakeholders. Especially, since the implementation is in the classroom, teachers and students are the main role players to strive towards using the TL if proficiency is needed.

1.1.2 The role of English in Ethiopia

English is used for many purposes around the world than ever before. For example, internet and related information technologies, among other things, are greatly becoming influential in increasing the demand for English worldwide (Crystal, 1997, p. 13).

Likewise, English has multipurpose roles in Ethiopia. It is the only language, which can keep us in touch with the rest of the world. That is why the document of the Ministry of Education (MoI, 2007) reveals, “English is a corner stone in the development of Ethiopia’s education, communication system, technology and commerce” (p. 1).

As mentioned earlier, English is taught as a subject at all levels being given the highest number of periods at an average of one period a day, Monday through Friday, while other subjects (Social Studies and Sciences, for example,) are comparatively given a maximum of three periods a week (Awol, 1999, p. 18). This kind of intensity is given to English for the role it plays as the MoI starting from secondary level of education, for one thing, and a determining factor it has on secondary school students to join higher institutions, for the other.

Furthermore, English is used in the country’s mass media, and in governmental and non-governmental organisations. In connection with the mass media, the Ethiopian radio and Television, for example, have regular daily programmes transmitted in English. With regard to print media, *The Ethiopian Herald*, which is a daily government English newspaper, is accompanied by many monthly newspapers and annual magazines prepared by different ministries in the country (Awol, 1999, p. 18). Awol further explains that the private sectors are also producing newspapers in English for their local use (ibid.). What is more, government officials use English to communicate with their foreign counterparts. It is also a language of communication for tourism industries.

However, Stoddart (1986, p. 6) asserts that Ethiopian secondary school students are not proficient enough in English language to learn their subject area lessons because they do not have a good background to do so. The next section is going to address the scholar's arguments and the researcher's stand to situate the statement of the problem and show the research gap.

1.2 Statement of the problem

The English possessed by the vast majority of students at all levels in the secondary schools of Ethiopia is not adequate for learning other subjects through it (Stoddart, 1986, p. 6). He further explains that students could not understand even what they hear from their teachers or read in their textbooks, let alone to participate actively through their own speaking and writing (ibid.).

Furthermore, Stoddart (1986, p. 8) reports that most teachers use great deal of Amharic [and other vernaculars] even when officially they should be using English. As a result, he recommends that an additional period has to be assigned for Amharic and that there is an urgent need of replacing English with Amharic as MoI in the secondary schools (ibid.).

However, one can hardly believe that the recommended solutions were well thought of for two reasons. The first reason is that replacing English by Amharic still cannot solve the academic inefficiency of non- Amharic speaking children at primary schools because it is too early to use it. The second reason is that if intensifying the provision of Amharic is thought as a sound recommendation for the primary schools, intensifying the provision of English at secondary schools could also be recommended as a remedy.

Regarding high school teachers' proficiency in the TL, Genene (1994, p. 6) reports that most teachers in Ethiopian high schools are not proficient enough in English which, as a result, is the cause for the great majority of students lack of the basic language skills. According to Genene (ibid), this in turn has an adverse effect on the students' performance in the content subjects such as biology, chemistry, history and geography. Williams (1984) in Tadese (1990, p. 24) also stresses that some of the overseas students fail to survive academically, not because of lack of potential in their specialist subjects but simply as the result of language difficulties. This situation, according to Seime Kebede (1989, p. 3), will force subject teachers to translate everything into Amharic or other vernaculars in their efforts to make students understand the subjects. Alemu (2004) confirms it as follows:

Though it is believed that English serves as the medium of instruction at the secondary schools, discussions conducted by the researcher with the trainees in the academic year 2001/2002 indicate that teachers of other subjects mainly use students' MT when they explain concepts. (P. 27)

This misguided attempt of many Ethiopian teachers will eventually reduce the students' opportunity to develop language and deny them the greatest to knowledge. As Widdowson (1978, p. 54) puts it, "Subject teachers who use English as the MoI exert negative or positive impact on its acquisition."

Contrary to Stoddart's (1986) report that says using EMI at secondary school level should be given up for students are deficient to use it, Tekeste (2006, p. 32) contends that the quality of education in Ethiopia is under question because students' knowledge of English is limited as

they use their MT in their primary education. He adds that that of their teachers' is not better as such. He further criticises saying:

The nature of the decline in the quality of education that prevails at secondary schools mainly concerns the capacity of the students to follow their lessons in English. The education policy of 1994 and the subsequent growth of the use of vernaculars [local languages] for instruction further weakened the position and status of English among teachers and students. (p. 32)

From this assumption one may ask, "Does MT instruction in early years increase or decrease students' academic performance in general and use of EMI in particular?" though it could be an independent research area by itself.

In response to the above question, researchers have established a critical connection between first and second language skills. For example, Kioko and Muthwii (2008, p. 10) and Cummins (1994, p. 38) argue that children learn a second language best after they have gained strong competence in a first language. That means, as bilingual children achieve linguistic competence in both languages, the knowledge and skills that they learn in the MT form the basis for a transfer of those skills to additional languages. Moreover, Kioko and Muthwii (2008, p. 10) claim that competence in the first and the second language is mutually beneficial, enhancing one another. This indicates that using MT as the MoI at primary school level helps students have a good competence in the second language.

Clegg (2005, p. 54) convincingly argues that early years education in L1, without continuing L1-medium in cognitively demanding subjects, is unlikely to raise school achievement

overall. Research conducted in the Ethiopian context on the effectiveness of MT education also confirms that students who followed their primary education in their MT out-performed those who attended it in English in both content area subjects and in English as- the- subject in their Grade Eight National Assessment (Heugh et al., 2007, pp. 78-81; Teshome, 2005, pp. 58-59). This implies that Ethiopian primary schools' use of the MT as the MoI, makes the students' overall academic achievement the most effective as the education policy favours an eight-year MT medium education.

So, Tekeste's (2006) argument against the use of MT as the MoI in Ethiopian primary schools as the only factor for the poor quality of education in general and the failure of students' and teachers' English proficiency in particular, without critically seeing other factors, seems hasty generalisation as it is not supported by literature.

Though the researcher does not fully agree with what Stoddart (1986, p. 6) and Tekeste, (2006, p. 32) proposed as the problems of students' academic proficiency in general and English improvement in particular, he agrees that secondary school students do not seem responsive to their teachers. However, based on the existing literature, it is argued that it may not be the early-exit from MTE (as reported by Stoddart) or the late-exit made from MTE (as reported by Tekeste) that resulted in students' and teachers' inefficiency to use the TL effectively. Rather, the main reason may be the little time teachers and students give to English at secondary schools and use their MT that hinders them to practice the TL.

From a long-year teaching experience, the researcher could informally observe that many secondary school content area teachers are not concerned with their students' use of the TL as such nor do they try to be models for their students in using it. Rather, they very

frequently, adhere to code-switching maybe for fear that the students cannot understand the subjects they learn if explained in the TL. This attempt of many teachers is believed to reduce the students' opportunity to develop their TL oral competence. This, in turn, contradicts with the literature, which says encouraging more communication in the TL could also mean creating a range of learning opportunities in terms of providing students with a chance to test their hypothesis, and how the language works (Allwright & Bailey, 1991, p. 123).

Skiba (1997, para. 14) warns teachers that they, with greater consciousness, should use code-switching in a systematic way without losing sight the equal need for effective means to develop students' communicative competence in the TL. In his study of Hong Kong secondary schools teachers' use of EMI, Johnson (1997, p. 173), for example, pointed out that content area teachers who use mixed code lack a level of proficiency sufficient to maintain EMI.

It is believed that an overuse of the MT in EMI classes in the Ethiopian secondary schools may be one of the main problems of content area teachers and their students, which has negatively influenced their use of the TL. Thus, there is a need to investigate to what extent History teachers, Geography teachers and their students in secondary schools use the TL as the MoI other than the local languages.

The final issue is content area teachers' being inconsiderate to help their students use the TL. In connection to this, it is true that teachers of English play a leading role in providing learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively (Arkoudis, 2003 cited in Uys et al., 2007, p. 69). However, learners may fail

to understand academic concepts through the language they are still learning because their content area teachers limitedly assist them to do so (Crandall, 1998, p. 3).

Similarly, Ethiopian secondary schools content area teachers do not seem helpful to their students in two ways. One is that they may take more of the class time and give their students little or no time to practice the TL. The second is that they themselves may be incompetent to use the TL. Therefore, it is important to investigate the extent to which teachers' help students to use the TL in EMI classes.

So far, it has been discussed that some scholars strictly attribute the inefficiency of students and teachers to use the TL in content area classes to an early exit from MTE and others to a late-exit from MTE. The personal experience of the researcher concerning students' and teachers' use of EMI in secondary schools has also been raised. To the researcher's knowledge, there were a few relevant studies (Teshome, 2005; Heugh et al., 2007; Yilikal, 2007 & Kenenisa, 2003) conducted with regard to the topic under research.

Two of them (Teshome, 2005 and Heugh et al., 2007) were not conducted at classroom level. Teshome's (2005) study was designed to assess the effectiveness of MT medium- education at primary school level based on the students' Grade Eight National Exam Achievement. Heugh et al.'s (2007) conducted a study to come up with an appropriate proposal of exit-model to be used in primary schools in the country (see section 2.1 for the detail).

The other two (Yilikal, 2007 & Kenenisa, 2003) were conducted at classroom level. Yilikal tried to find out students' and teachers' perceptions, assumptions and attitudes concerning the adoption of EMI at Grade 5. In the study, he used questionnaire, interview and document

analysis as data collection tools. Finally, he came up with the finding that the use of EMI at Grade 5 for both students' and teachers' English proficiency is perceived to be inappropriate though both parties have the belief that using it at this level helps students improve their standard of English. Thus, Yilikal's finding creates a good ground to argue against those who say an early-exit from MT education is a basic reason for students' inefficiency to use the TL.

Kenenisa (2003) explored students' and teachers' use of L1 (in this case Oromo) in the English classroom and their attitudes towards using L1 at college level. He discovered that the time devoted to Oromo was found out to be less than what was estimated acceptable by the teachers and the students suggesting that there was a gap between teachers' perception and their classroom practices. More specifically, Kenenisa (2003, p. 82) investigated that both teachers and students had positive attitude towards the use of L1 suggesting 6-10% of L1 use is appropriate with the practical use of only 1.28% of it, which, according to Kenenisa, accounts for about 1.25% of the class time. Then, he concluded that regardless of the gap existed, considerable amount of Oromo ought to be used in the English classroom.

Though Kenenisa's (2003) study was on language use, it is different from the present study in the following ways:

1. He tried to investigate the amount of L1 (Oromo) used in English classroom but the present study is planned to be conducted in subject area classrooms where English is used as the MoI, not as a subject.
2. He conducted it at Teachers' Training College (TTC) level but this one is planned to be conducted at Grade 9, where there is a transition from Oromo-medium to English-medium, to see students' and teachers' use of the TL in EMI classes.

3. He did not consider for what reasons the subjects switched to either languages but this one is intended to study for what reasons students and teachers switch code to local languages.
4. He did not investigate whether or not the subject teachers encourage their students to use the TL but the present research is planned to consider this issue, too. Thus, Kenenisa's research and the present research address different purposes.

As far as the researcher's knowledge is concerned, there is no local researcher conducted research at secondary school level to investigate teachers' and students' use of EMI, the reasons for which they switch code and the efforts made by content area teachers to improve students' use of the TL. Specifically, the researcher feels that the problem prevails in Nekemte town secondary schools enormously drawing on his informal experiential knowledge he developed as a teacher in the town for several years.

1.3 Objectives of the research

In this section, I focus on the general and specific objectives of the study.

1.3.1 The general objective of the research

In the Ethiopian context, as both teachers and students are non-native speakers of English, they have no opportunity to use English outside the classroom. As a result, classrooms, in which English is taught as a subject as well as used as a MoI, are the only environment in which both practice the TL to improve their oral communication skills. Therefore, in such environment, what the subjects should do to improve their use of the TL during the actual classroom interaction is worth studying.

The general objective of this study, therefore, was to explore the extent to which Grade 9 students, their History teachers, and Geography teachers used EMI to improve students' TL proficiency by paying attention to their oral interaction. From this general objective, the following specific objectives were formulated.

1.3.2 The specific objectives

The specific objectives of the research were to:

1. explore the amount of students' use of EMI in relation to Oromo and Amharic in History and Geography classes;
2. investigate the amount of Geography teachers' and History teachers' use of EMI in relation to Oromo and/or Amharic;
3. describe students' reasons for code-switching (if any) in EMI classes;
4. find out teachers' reasons for code-switching (if any) in EMI classes;
5. identify the contributions Geography teachers and History teachers make to help students improve their English oral interaction.

1.4 The Research Questions

To achieve the desired objectives, the study sought answers to the following research questions:

- RQ1. To what proportion (in relation to Oromo and/or Amharic) do:
- a/ students use English in Geography and History classes?
 - b/ teachers use English in Geography and History classes?

RQ2. For what reasons (if any) do:

a/ students switch code to their MT in Geography and History classes?

b/ teachers switch code to students' MT in Geography and History classes?

RQ3. In what ways do Geography teachers and History teachers help students use the target language in oral interaction?

1.5. Importance of the research

The result of the study is hoped to be useful for both students and teachers to know the area of their failure or success in using the TL and improve their practices, if any lack of TL proficiency is observed. It is also believed that curriculum designers would gain some insights into the factors that affect the effective use of EMI and hence find some possible solutions for the betterment of training how to use EMI. Moreover, although the study appears a limited one, it is hoped that it might add some meaningful contributions to the existing literature. It is also believed that the study will serve as a supportive resource for further research; especially, for those who want to do research in the areas of language use in the classroom.

1.6 Scope of the research

The subjects of the research were from two government secondary schools in Nekemte town. As the main data source, two History teachers' and two Geography teachers' classes from the two schools were observed for five weeks. During the observation, twenty classes among which twelve lessons were audio and video-recorded were observed. The number of teachers observed was limited to four depending on the research design because involving a large number of respondents was believed to be time taking and difficult to transcribe and analyse.

The two observed schools also involved in the survey questionnaire because it is believed that the questionnaire would give more supportive information and make the data more plausible. Thus, one hundred and twenty students (sixty students each from the two schools) were randomly selected to fill out the questionnaire. From the same schools, the observed teachers (four teachers) participated in the interview, which was prepared to corroborate the data from both lesson transcripts and student questionnaire (see sections 3.4.2 and 3.4.3 for the detail).

It is believed that if the study of such a nationwide issue is conducted by covering a large population of schools and subjects from different regions, it could undoubtedly have more reliability and generalisability. However, as the study is mainly qualitative in nature, it is feared that observing and interviewing a large number of participants would result in data which are very difficult for transcription, categorisation and interpretation. Thus, the focus of the study is not to be generalised to the entire population as it deals with a small number of participants. Instead, it is hoped to develop and extend the existing theories for further research (see Hamersley, 1994).

1.7 Limitations of the study

In the course of this study, the researcher could come across many constraints. The most challenging problem was the scarcity of literature with regard to non-native students' and teachers' use of EMI (to fulfill the requirements of the research). Besides, had this study included primary school and secondary school English-as-a-subject classrooms, it would have investigated the extent to which the teachers use EMI, which was reported in this research to be the causes of students' lack of English proficiency.

Furthermore, the study would have been comprehensive had it included all subject area teachers' and students' use of the TL. However, it could not comprise all subject areas because it was designed to investigate the actual teachers' classes which are convenient only with History and Geography subjects. Regardless of the aforementioned limitations, the study is believed to add knowledge and pave way for other researchers to conduct further research on similar topics.

1.8 Operational definitions of key terms

Bilingual Education refers to the use of two or more languages as media of instruction. Hamers and Blanc (1989, p. 189) and UNESCO (2010, p. 17) define bilingual education as education that aims to promote bilingual/multilingual competence by using both (or all) languages as media of instruction for significant portions of the academic curriculum. According to this definition, there is no formal bilingual education in Ethiopian school system except that local languages are used being mixed with English which was declared as a formal MoI in secondary schools. In this study, however, bilingual education is used to refer to both bilingual and multilingual education in which local languages (Oromo and Amharic) and an international language (English) are learned as a subject and/or used as the MoI in school.

Code-mixing Bhatia and Ritchie (2004) in Kim (2006, p. 45) assert that code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses) within a sentence. Accordingly, code-mixing in this research refers to the 'insertion', as termed by Kim, 2006, p. 46) of an alien lexical or phrasal category into a given language structure. In this case, it refers to the mixing of Oromo or Amharic into the TL or vice versa.

Code-switching Grosjean (1982, p. 145) defines code-switching as the alternation of two or more languages within the same conversation. She further explains that code-switching can either be inter-sentential or intra-sentential. Inter-sentential code-switching involves switches from one language to another between sentences (ibid.). In this research, it refers to switch from English to Oromo or Amharic or vice versa.

Early-exit is a term given to programmes that involve an abrupt transition to L2 instruction within only 1 to 4 years of MT education (UNESCO, 2010, p. 18). In the Ethiopian context, there is no case in which students practice early-exit as the country's educational policy allows an eight-year MT education.

Extent- *Webster's Third International Dictionary* (1976, p. 805) defines 'extent' as the degree, amount, proportions or converge of something. In this research, it is used to refer to the amount of English used, in the targeted classrooms, in relation to the local languages (Oromo and Amharic).

Interaction can be considered in terms of oral and written skills (Omaggio, 1986 cited in Stein, 1999, p. 1). In this research, interaction focuses only on students' and teachers' oral interaction.

Late-exit If the transition from MT as a medium of instruction to a different TL is delayed from years 5 to 6, it is referred to as the late-exit transition model (UNESCO, 2010, p. 18). In the Ethiopian case, the transition from MTE to English-medium education is normally at Grade 9, which is a late-exit.

Medium of Instruction (MoI) UNESCO (2010, p. 8) defines medium of instruction as “Language used for teaching and learning the school curriculum, also called language of instruction.” In this study, the term “Medium of Instruction” therefore, refers to the English language in which lesson is conducted for teaching the curriculum of the educational system in the country.

Mother tongue education (MTE) refers to the use of the learners’ MT (first language) as the MoI (Walters, 1999, p. 15). In this study, it is applied the same way.

Use is defined as the act of using something: employ, make use of, put into practice or operation, practice, utilize, exercise, bring into play, --- say, utter, speak (Urdang (n.d), p. 1969). In this study, the word ‘use’ is employed to refer to the students’ and teachers’ practice of the TL in their classroom oral interaction.

1.9 Organisation of the work

The focus of this study is on Grade 9 Geography teachers’, History teachers’, and their students’ use of EMI during oral interaction. The thesis holds seven chapters.

Chapter 1 introduces the general background of the study under which the historical context of media of instruction, the role of English in Ethiopia, the statement of the problem, the objectives of the research, the research questions, the scope and limitations of the study and the operational definitions of key terms has been discussed.

Chapter 2 presents the literature review of focus areas of the study. First, the research findings on the effectiveness of exit-models in the Ethiopian education and some related

theories will be emphasised. A brief review of the debate about the amount of L1 to be used in EMI classes will also be provided. In addition, students' and teachers' reasons for code-switching in EMI classes will get attention. Furthermore, the need of subject area teachers to improve students' use of the TL and the importance of using EMI in subject area classes will be incorporated as sub-section of the chapter. In order to see whether attention was given to language use in grade 9 History and Geography textbooks or not, the overview of the textbooks will be presented followed by the conceptual framework of the research.

Chapter 3 outlines the research methodology that the study will follow. Accordingly, the research paradigm and approach, the procedures used for the selection of the research site and the profile of the selected schools will be presented under different sub-sections of this chapter. Similarly, the research methods used, the techniques of subjects' selection employed, the rationale for choosing Geography and History classes and the targeted grade level will be underlined. Furthermore, the techniques of data collection, the methods of data analysis and the report of the pilot study will be provided under subsequent sub-sections. Moreover, the reliability, validity, and ethical considerations of the research will get attention. Finally, the conclusion of the chapter will be given.

Chapter 4 comprises the analysis and discussion of the amount of students' and teachers' use of EMI (RQ1), the reasons for students' and teachers' code-switching in EMI classes (RQ2), and the assistance offered by content area teachers to let students use the TL during classroom interactions (RQ3). Accordingly, the analysis of students' questionnaire, teachers' interview transcripts and lesson transcripts, will be presented.

Chapter 5 summarises the major findings, the conclusions drawn from the findings and the recommendations forwarded by limiting itself to the issues related to the three research questions.

1.10 Concussion

In this chapter, the historical development of MoI in modern Ethiopian education has briefly been discussed. The roles English has been playing in all spheres in the country have also got a brief coverage. The research problem and the area in which it emerged has been emphasised based on the previous reports of some research findings. Then, the chapter has dealt with the objectives of the research, the research questions formulated from the objectives, importance of the research and scope and limitations of the research. Furthermore, some operational definitions of key terms that are incorporated in the thesis have been defined. Lastly, the organisation of the thesis has been described. The next chapter will be devoted to the discussion of the literature available.

CHAPTER TWO: A REVIEW OF RELATED LITERATURE

2.0 Introduction

The use of EMI among non-native speakers of the language is based on theories of bilingual education (Hamers & Blanc, 1989, p. 189). In order to put the use of EMI clearly, this chapter will examine some concepts of bilingual education related theories. Accordingly, research findings on the effectiveness of exit-models in Ethiopian education and some theories related to learning a language, learning through a language and the proficiency level to learn through a language will be discussed. In addition, a brief review of the debate forwarded about the amount of L1 to be used in EMI classes will be provided. Furthermore, students' and teachers' reasons for code-switching in EMI classes will get attention. The need of subject area teachers to improve students' use of the TL and the importance of using EMI in subject area classes is another focus of this chapter. The overview of Grade 9 History and Geography textbooks will be presented in order to see whether attention was given to language use in the textbooks or not. Finally, the conceptual framework of the study will be presented.

2.1 Research findings on the effectiveness MTE in Ethiopia

Different countries have their own practices concerning bilingual education. These different practices are described by the amount of years the learners stay using their L1 as the MoI (Kioko & Muthwii, 2008, p. 39). In Ethiopia, MTE is in use based on the 1994 educational training policy (Heugh et al., 2007, p. 91) though the administrative regions in the country follow different late-exit models based on their preferences.

The Ministry of Education, through a group of researchers (Heugh et al., 2007), conducted a nationwide research to find out the impacts of the different grade-level exits from MT to EMI in primary schools and suggest which model would be more effective for the educational practices in the country.

The research team made its focus on Grade Eight National Examination Assessment results, which certify primary school students for high school entrance. The team reported that regions that used EMI in (2000) and (2004) for Grades 7 and 8 gained lower mean scores in Mathematics, Biology, Physics and Chemistry when compared with students of Oromia, Amhara, Tigray and Somali who used their respective MTs as the MoI from Grades 1 to 8 the same years (Heugh et al., 2007, p. 81). Students who scored the lowest marks in the subjects listed above, according to the study, were those from Gambella, the region where students start using English as the MoI as early as fifth grade (ibid.).

Another similar study was that of Teshome (2005). Like Heugh, et al. (2007), he conducted a nationwide survey study on students from a similar grade level (Grade 8) who were exposed to MT-medium education and English-medium education in Mathematics, Physics, Biology and Chemistry (ibid.). Teshome (2005) compared the academic achievements of the two groups using achievement tests. His finding was exactly similar to that of Heugh et al. (2007) in that students who studied the subjects through MT out-performed those used EMI. His finding also showed that students who studied English as a subject and learned other subjects through MT achieved more mean score in English than those who studied English as a subject and used it as MoI (ibid.). Finally, he concluded that studying through the MT facilitates learning a foreign language more than studying through the medium of foreign language while studying that language itself as a subject (ibid.).

The findings of the above research confirmed that regions that use children's MT up to the end of primary education are advantageous in both their academic subjects and in English language achievements. The findings of the research also go hand-in-hand with the comments of scholars such as Phillipson (1992) who argue that use of EMI in primary schools in African linguistic settings, where English is limited to school use, do not facilitate the teaching and learning of either English or other subjects. Based on the existing literature thus, one can hardly say that using EMI at early stages of schooling would benefit students to gain the required proficiency in the TL. It is also difficult to conclude that not using EMI in primary schools is the major factor for the deficiency of students to use the TL when they join high schools.

2.2 Learning a language, learning through a language and the proficiency level

Cummins (1981) summarises the relationship between learning a language and learning through it stating that “to the extent that instruction in L_x (i.e., language x) is effective in promoting proficiency in L_x, transfer of this proficiency to L_y will occur provided there is adequate exposure to L_y (either in school or environment) and adequate motivation to learn L_y” (p. 29).

By implication, no doubt that learning in one's MT will enhance proficiency in the MT. Similarly, the proficiency children get in their MT will be transferred to the second/foreign language if students get adequate time to practice that second/foreign language. Cummins (1981, p. 24) also suggests that this transfer capability emerges only after individuals attain a level of proficiency sufficient to permit cognitively demanding language use.

“How long does it take to achieve English language proficiency for school?” Research by Cummins (2000) suggests that different periods are required for students to attain peer-appropriate levels in conversational skills in English as compared with academic skills. Specifically, while there may be major individual differences, conversational skills often approach native-like level within about two years of exposure to English or five to seven years (Cummins, 2000, p. 58) of school exposure has been reported as necessary for second language students to achieve as well as native speakers in academic aspects of English.

During his studies, Cummins (2000) realised the need for two levels of language proficiency: the Basic Interpersonal Communicative Skills (BICS) and the Cognitive Academic Language Proficiency (CALP). The former (BICS) represents the language of natural, informal conversation, whereas the latter (CALP) is the type of language proficiency needed to read textbooks, participate in dialogue and debate, and provide written tests (Cummins, 2000, p. 67). In other words, CALP requires both higher levels of language and cognitive processes in order to develop the language proficiency needed for success and achievement in school.

Baker (1993, pp. 140-144) claims that classroom situations are more context-reduced than one-to-one, face-to-face situations outside the classroom, as each student shares the teacher as a communication partner with other students and s/he needs to use more knowledge of the language.

Cummins’ (1981, p 24) BICS/CALP framework can be concluded to be a major contributing factor to school achievement for ESL students in bilingual/immersion programme in comparison to their deficiency to cope with their L1 counterparts. Thus, Cummins’ attention

on language proficiency implies the greater importance of CALP in children's school life than BICS. From this viewpoint, Cummins' conceptualisation of language proficiency seems to be restricted within the realm of school and home education in the L2 context.

In the Ethiopian case, however, classroom is the situation where students are encouraged to acquire a new language (BICS), due to the lack of enough exposure to the FL outside the classroom. Then, it motivates us to raise the question of whether Ethiopian high school students have been able to acquire what might be called BICS and CALP in Cummins' (1981) L2 context.

The researcher feels that many students enroll in high schools without basic English oral skills (BICS) sufficiently developed. This can be seen from two perspectives. First, they do not have any opportunity where they can develop BICS outside the school setting. Second, they might have received a kind of teaching focusing merely on the aural aspect of language without paying much attention to the oral skills in English at the primary school level. If the case is the latter, the researcher believes that it affects greatly a gradually intensifying tendency towards learning through English (CALP). That is why the present research argues for the need of the use of EMI in content classrooms for it helps students practice their TL in this limited FL context. The next section will deal with the debate about the amount of L1 to be combined with the TL in EMI classrooms.

2.3 The debate about the amount of L1 to be used in EMI classes

There have been contradicting views about whether to use the MT of students in the EMI classrooms or not. Proponents of the monolingual approach claim that the TL ought to be the

sole MoI, implying the prohibition of the native language would maximise the effectiveness of learning the TL. Pivotal in forwarding the argument that L1 should not be used in the classroom was Krashen (1985, p. 14), who advocated maximum exposure to the TL. He states that the entire lesson as much as possible should be in L2/FL and that there was a definite relationship between comprehensible input in L2/FL and proficiency (ibid.). Others such as Gatenby (1950) cited in Phillipson (1992, p. 185) agree by claiming that the language being studied should be the mode of communication in the lesson. This idea implies that the view that supports a lesson should be taught in L2/FL in order to maximise exposure, is perhaps the key concept on which monolingual supporters have based their approach.

Since the last two decades, however, this belief of monolingual approach has been losing its dominance because it is “unattainable on any grounds be it psychological, linguistic or pedagogical” (Tang, 2002, p. 37). It has strongly been argued that avoidance of the MT is a criticism of the MT and renders it a second-class language and, as a result, it imposes harmful psychological pains on students (Tang, 2002, p. 37). To this effect, supporters of the use of MT (in the form of code-switching) suggest that it may be an effective strategy in various aspects.

Atkinson (1987, p. 242), in his discussion of the importance of MT use in classrooms, for example, offers three reasons. The first reason is that L1 use is a learner-preferred strategy in that if learners are given the opportunity, they will choose to translate without any encouragement from the teacher. Second, it is a humanistic approach in that it permits the learners to say what they want to. Finally, he adds that L1 strategies are efficient in terms of time spent explaining.

However, Atkinson himself warns that excessive use of L1 is likely to result in some or all of the following:

1. The teacher and/or the students begin to feel that they have not 'really' understood any item of lesson until it has been translated.
2. The teacher and/or the students fail to observe the distinctions between equivalence of forms and meanings and, as a result, oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the MT even when they are quite capable of expressing what they mean in the TL.
4. Students fail to realise that during many activities in the classroom, it is essential that they use only English (p. 246).

Cummins and Swain (1986, p. 108) warn that if the MT is used concurrently with the L2/FL, students will tend to tune out the one that they feel uneasy and, in turn, it will lower the motivation to learn the TL.

Regardless of his being a proponent of MT use, Atkinson (1987, p. 242), therefore, suggests that the ratio of 5% L1 to 95% FL is desirable during classroom interaction. However, other researchers are hesitant to accept Atkinson's estimation of the ratio of 5% L1 to 95% FL. For example, Stern (1992, p. 292) leaves it unclosed saying that what exactly constitutes the appropriate combination of L1 and L2 has not been well investigated; and it needs more exploration to be done to address this issue. Thus, it is suggested that it is very difficult to predict the appropriate combination of L1 required for effective FL use because it may differ from context to context. However, it is believed that a limited amount of MT use, not a

limited amount of TL use, has to be encouraged so that students get time and opportunity to practice the TL.

One familiar study from African soil is a study conducted in Namibia. According to Wolfaardt (2005, p. 2357), the objective of the study was to investigate which subjects need more emphasis to use EMI and which subjects need a gradual transition from MT medium to English medium. As source of data, he selected 40 respondents from upper primary schools to fill in questionnaire. As the respondents pointed out, in Grade 7, the use EMI for Basic Information Science would be 70% of the class time, and MT would be used only 30% of the class time. All other subjects, except the first languages and Religious Education, would be taught by using English 80% of the class time and MT 20% (ibid.). Wolfaardt (2005, p. 2366) adds that in Grades 8 to 10, for all subjects, EMI would hold 80% of the class time and 20% of the class time would be used to explain concepts in the language of the wider community. The study also reported that starting from Grade 11, all teachers should teach without reverting to MT (ibid.).

Wolfaardt's (2005, p. 2366) report showed that because learners are not exposed to English except in the classroom, reverting to MT to the amount mentioned above helps middle high school (Grades 8 to 10) students understand the work explained to them. Besides, he summarised that when new terminologies or concepts are explained, it is important to use the MT in order to make the concepts clear (ibid.).

In fact, in the Ethiopian context, the transition from MTE to EMI is not subject specific and gradual (increasing the use of the TL year after year) as it was indicated in the above study. Rather, it is done at a time (on late-exit basis) and uses EMI from Grade 9 onwards. Though

there are different modes of treating the TL at primary school level in both conditions, both treat a total transition to EMI at high school level. Thus, it is believed that Wolfaardt's (2005) findings contribute a lot to the present study, which tries to explore the students' and teachers' use of EMI in Geography/History classes by emphasising the amount of use of the TL, their reasons for code-switching and teachers help of students to use the TL. However, it has to be noted that the researcher's argument is not to put Ethiopian teachers and students, and that of Namibia, the country in which the above research was conducted, on the same baseline as English is used as an official language there. However, the researcher referred to it just to show that there is an expected baseline for teachers' and students' use of the TL. The next chapter deals with the reasons for which students and teachers switch code to MT in EMI classrooms.

2.4 Code-switching

Code-switching has been defined in a number of ways by different researchers at different times. McCormick (1995, p, 194), for example, defines that code-switching is the alternating use of two or more codes in the same conversational situation. Myres-Scotton (2006, p. 239) also states code-switching as the mixing of two or more languages in discourse by bilinguals. Furthermore, (Muysken, 2000 in Kim, 2006, p. 46) stresses that code-switching is the use of two languages, which implies some degree of competence in the two languages even if bilingual fluency is not yet 'stable'. Stable bilinguals are those who have already succeeded in acquiring the four language modalities and could consider themselves fluent in both languages (*ibid.*). Nevertheless, both fluent bilinguals and those considered not fluent, often mix or switch from one language to the other in the same sentence or between sentences

during a conversation when a word or phrase in their first language is not easily accessed (Kim, 2006, p. 52). Code-switching is, therefore, simply the mixing or switching back and forth from one language to another in the same sentence and occurs when words or phrases in one language are substituted for words or phrases in the other language whether it is committed by fluent or influent bilinguals.

McCormick (1995, p. 194) categorises code-switching as *code-mixing*, (sometimes known as intra-sentential code-switching) and inter-sentential code-switching. These terminological issues will be discussed in the next sub-sections.

2.4.1 Intra-sentential code-switching

The intra-sentential code-switching is switching at the clause, phrase or word level if no morphophonological adaptation occurs. This type of switching of language is what we call code-mixing. The following examples are taken from Hammink's (2000) research on code-switching between Spanish (in plain text) and English (in *italic* text) to represent intra-sentential code-switching.

Abelardo tiene los *movie tickets*.

(Abelarda has the movie tickets) (Hammink, 2000, p. 4).

It is possible to see local examples when the teacher mixes English (plain text) and Oromo (*italic bold* text) in the lesson transcripts of the present study. Example:

Human activity ***kan jennu maayinni?***

(What do we mean by human activity?) (P. 190, line 94).

Here, the teacher mixed phrases and clauses of two different languages (English and Oromo) in one sentence; hence code-mixing or intra-sentential code-switching.

2.4.2 Inter-sentential code-switching

The inter-sentential code-switching is switching at the sentence level. It may serve to emphasise a point made in the other language, signal a switch in the participants' conversation, indicate to whom the statement is addressed. The following examples are from Hammink's (2000) research on code-switching between Spanish (in plain text) and English (in *italic* text).

La dije gue no quería comprar el carro. *He got really mad.*

(I told him I didn't want to buy the car. He got really mad.)

(Hammink, 2000, p. 4).

A local example from the present lesson transcripts is quoted below by using plain text for English and *italic bold* text for Oromo.

Who can tell me the four seasons? ***Eenyutu natti himuu danda'a?***

(Who can tell me the four seasons? Who can tell me?) (p. 237, lines 100-101).

In the above example, the teacher shifted to Oromo after completing the sentence he started in English; hence inter-sentential code-switching. Thus, the scope of code-switching in this study is limited to code-switching as alteration between local languages (Oromo and Amharic) and a foreign language (English) as intra-sentential or inter-sentential code-switching.

2.5 Reasons for code-switching

Scholars mention some points why code-switching and/or code-mixing occurs. For example, (Kim, 2006, p. 47) reports that when a speaker may not be able to express him/herself in one language, s/he switches to the other to compensate the deficiency. He adds that switching commonly occurs when an individual wishes to express solidarity with a particular social group and establish rapport (ibid.). Baker (1993, p. 77) lists various reasons for which people switch code. He contends that people switch code to emphasise a point, repeat to clarify a point especially in the classroom, to communicate friendly, to ease tension and to inject humour into a conversation, to exclude people from a conversation and for easy and efficient expression.

More specifically, Mercer and Swann (1996, p. 133) underline that in circumstances where English is used as a classroom language (MoI), but the students' first language is not English, a teacher may switch code to the first language when problems of comprehension arise. Sert (2005, para. 12) reports that students who were unable to express themselves clearly in one language often switched to the other language to avoid difficulties. Sert believes this to be an important reason that influences speakers to switch languages. On one way or another, the scholars suggest that the main reason to switch code is language deficiency. Harmers and Blanc (2000, p. 258) also consider code-switching and code-mixing as signs of incompetence.

In another study, Kim (2006, p. 57) found out that teachers code-switched from the TL to English in order to maintain classroom order, to create solidarity or empathy, to cover lack of experience or strategies, to rephrase or modify their speech. Camillery (1996) cited in Kim (2006, p. 57) adds that bilingual education in Malta and describes that they used code-

switching to distinguish between talk about lesson content and talk related to the negotiating of the social relations of the classroom, like building a rapport with students or asserting the teachers' authority.

The objective of studying the reasons for students' and teachers' code-switching in this research is thus, not in a sense that code-switching should be avoided altogether, but it is to explore the extent to which the subjects use the TL and the reasons why they switch or mix code. With regard to this, Baker (1993, p. 88) indicates that a bilingual's competency level of the language varies due to the amount of time spent using the language and the reasons the language is used. Thus, it is worth reviewing the reasons for which students and teachers switch code and then relate it with the Ethiopian context.

2.5.1 Reasons for students' code-switching

Researchers have identified different reasons for students' and teachers' code-switching. For example, Canagarajah (1995, p. 186) found that his subjects switched code for classroom management (opening the class, negotiating directions, requesting help, managing discipline, teacher encouragement, teacher compliments, teacher commands, teacher warning, pleading and unofficial interactions); and for content transmission (review, definition, explanation, parallel translation and student collaboration (ibid.).

In his Turkish secondary school study of students' code-switching, Eldridge (1996, p. 304) identified that students switch code though they are not always aware of the reasons as well as the functions of it. He investigated that they switch code for four reasons. He names these

as equivalence, floor-holding, reiteration and conflict control. The reasons are explained as follows.

Equivalence is a strategy during which the student makes use of the MT equivalent of a certain lexical item in TL and, therefore, switches to his/her MT. Equivalence is a defensive mechanism for students because it gives them the opportunity to continue communication by bridging the gaps resulting from foreign language incompetence (Eldridge, 1996, p. 305).

Floor-holding is used when a student cannot remember a word in the second language and s/he uses his/her first language to avoid a break in communication. Thus, during conversations in classrooms, students fill the stopgap with the use of their MT or any primary language (Eldridge, 1996, p. 305). Learners perform code-switching for floor-holding generally because they may not recall the appropriate TL structure or lexicon (Eldridge, 1996, p. 305). It may be claimed that this type of language alternation may have negative effects on learning of foreign language; since it may result in loss of fluency in the long term (Sert, 2005, para. 15). This implies that students should use the TL frequently in classroom interaction than constantly using their MT, which may have a negative impact on their TL oral fluency.

The third point Eldridge (1996) identified was reiteration. In reiteration, the “message is reinforced, emphasised, or clarified where it has already been transmitted in one code, but not understood” (p. 306). According to Eldridge, the reason for this specific language alteration may be two-fold. First, the student may not have transferred the meaning exactly in TL. Second, s/he may think that it is appropriate to switch code to indirectly tell the teacher that the content is clearly understood by him/her (ibid.).

Bolander (2008, p. 12) contends that the students' common reason for switching to their native language during foreign language use is that their mastery of the foreign language is not equal to that of their native language or to their teachers' mastery of the foreign language. As a result, the switching back to the native language gives the learner a natural opportunity to retreat to a secure zone of language use when the linguistic level in the classroom exceeds the learner's competence (ibid.).

Sert (2005) studied code-switching in the classroom that was used either in the teachers' or the students' discourses. The results showed that students who were unable to express themselves clearly in one language often switch languages to avoid difficulties (para. 15). Sert believes this to be an important factor that influences speakers to switch languages. Other researchers have reported the same factor. Simon (2001, p. 316), for example, found that the participants switched language due to lack of TL ability.

2.5.2 Reasons for teachers' code-switching

Teachers' use of code-switching is not always performed consciously (intentionally); which means that the teacher is not always aware of the functions and outcomes of the code-switching processes (Mattson & Burenhult, 1999, p. 61). For reasons of teachers' code-switching in classrooms, Eldridge (1996, pp. 305-507) lists three functions as topic switch, affective functions and repetitive functions.

In the topic switch cases, the teacher alters his/her language according to the topic under discussion. This is mostly observed in content instruction, that the teacher shifts his language

to the MT of his students in dealing with particular concepts, which are taught at that moment (see also Mattson and Burenhult (1999, p. 61).

Eldridge adds that besides the topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code-switching is used by the teacher in order to build solidarity and intimate relations with the students (see also Cole, 1998, p. 12; Skiba, 1997, para. 5). As mentioned before, this is not always a conscious process on the part of the teacher.

The last reason of teachers' code-switching is for repetitive function. In this case, the teacher uses code-switching in order to transfer the necessary knowledge to the students for clarity. Following the instruction in TL, the teacher switches to native language in order to clarify meaning. However, teachers' tendency to repeat the instruction in the native language may lead to some undesired student behaviours (Sert, 2005, para. 12). Krashen, (1985, p. 18) and Sert, (2005, para. 12) express their fear that a learner who is sure that the instruction in a foreign language will be followed by a native language translation may lose interest in listening to the former instruction, which will have negative academic consequences as the student is not exposed to a foreign language discourse continuously.

The teacher also switches code when s/he feels that students have a question. Reyes (2004, p. 85) states this type of code-switching as question shift. This type of code-switching can be seen when a teacher asks in English and makes it clear by asking in the local language (ibid). In this case, code-switching indicates giving more information to clarify the message of the speaker. Though code-switching is unavoidable in any context, literature indicates that the

proportion of using local languages should be in such a way that students get ample class time to practice the TL though the amount to be used is still debatable.

2.6 The need of subject area teachers' help to improve students' use of the TL

There are many opportunities in which teachers can help students practice the TL rather than in English-as-a-subject classrooms. Richards and Rodger, (2001, p. 204), for example, emphasise that language skills should also be taught in the content subjects and not left exclusively for the English teacher to deal with. This report activated the slogan "Every teacher is an English teacher" (Stubbs, 1992, p. 17).

Broadening the concept somewhat, Corson (1990, p. 75) argues that a student who is articulate in oral and written language, who can use words to manipulate ideas to shape thoughts and to understand key concepts, has an indispensable tool for all school learning because the ability to communicate through language is a necessary skill in all subject areas. Vollmer (2006, p. 178) further explains that as academic language skills and competences in different non-linguistic subjects do not develop automatically all by themselves. They have to be systematically supported and developed in close connection with the content, which requires language awareness, language education attitude, and language skills on the part of each subject teacher.

Clegg (2002, p. 13) contends that although language specialists play a key role in L2-medium schools, language-sensitive developments in schools are largely unsuccessful if they are left only to language teachers. More specifically, as students have little opportunity for exposure to the TL outside the classroom and teachers are normally the only expert users of the TL,

teachers should maximise the TL use. Chaudron (1988, p. 121) extends this idea saying that teachers should provide their students with a rich TL environment by using the TL not only for academic content instruction but also for disciplinary and managerial matters as well.

It has to be noted that the need of the subject area teachers to enhance students' language proficiency is not to levy the burden of language teaching such as sentence structures, grammar and composition skills on them by overtaking the work of English teachers. In this regard, the researcher is fully aware that the main objective of content area teachers is to teach contents of their respective subjects as it should be. However, it is to claim that the opportunities provided in the language classes are just not enough to develop proficiency in all the skills of English which students need for academic growth in the content areas. At the same time, it is to indicate that students need all the possible support they can get from the content area teachers to practice the TL skills. For example, to develop the vocabulary required for academic work and to provide background information that will fire students' imagination and creativity, content area teachers should play role (see Ortner, 2003, p. 22).

As Thomas (1987, p. 54) notes, in order to manage their teaching, teachers themselves should have language competence to a greater degree than that is expected of their learners. In contexts where English is widely used as the MoI, teachers should, therefore, be trained to use their language resources effectively. A point by Richards and Nunan (1990, p. 269) makes this view clear reporting that a course that focuses on the effective use of the TL should be an important part of the training of any teacher, especially, it is crucial where a second language is the MoI since the vital connection is at risk.

When looking at classroom interaction using the TL, according to some studies, the combination of content and language is not always that much successful mainly because content area teachers are generally not aware of the use of it. In a study in a Dutch secondary school, for instance, it was found out that teachers focused on the content to be taught to such an extent that they paid little attention to students' language, and their share in the interaction (Snow, 1998, p. 255). This is generally not so because teachers would not want to offer 'language-sensitive content instruction; rather it may be because they have not been made aware of how to do it' (ibid.).

Another study that was conducted by Musumeci (1996, pp. 305-306) describes typical classroom interaction as dominated by teachers who ask display questions, receive reference questions from students, and modify their speech when they get signals of non-understanding without giving a chance to students to speak. Musumeci also reported that in interviews and questionnaires, teachers and students evaluated their classroom interaction as appropriate classroom behaviour, linked to the teachers' time management (ibid.). The two studies imply that the content area teachers need to be aware of the importance and management of language in content area classes.

2.7 The importance of using EMI in subject area classes

'English as the medium of instruction' is used to describe any educational situation in which an additional (second/foreign) language is used for teaching and learning of subjects other than the language itself (Dalton-Puffer & Smit, 2007, p. 8). Dalton-Puffer and Smit add that school subjects are language classes, though the label *language classes* has been traditionally restricted to classes in which a first language (L1) or second or foreign language (L2) is both the designated subject and the content of interaction (p. 9).

Enabling students to develop content knowledge and concepts when they are being educated in a language in which they have limited proficiency is not easy (Met, 1994, p. 167). First, if students are not helped with their English, they will find it extremely difficult to perform their academic activities using the language (Ashworth, 1985, p. 44). On the contrary, if students' opportunities to explore ideas through language in the curriculum are developed, their language will grow with their learning (ibid.).

Second, if subject area teachers do not pay attention to students' TL use, students make a habit that correctness and fluency in speech and writing matters only the English teacher, not the biology, physics, math, history or geography staff and consciously practice correct language habits only in English-as-a-subject classrooms. Conversely, if subject area teachers also consider the language aspects of their subjects, for example, what pronunciation errors are worth trying to correct and improve written work...then pupils will soon notice that good language habits matter to all the teachers all the time, and will practice their language skills in every lesson and school activity.

Thus, language is vital to provide access to the source materials and the learning experiences. In this regard, Protherough and Atkinson (1992, p. 2) note that English is seen to be at the heart of the curriculum influencing learning in all subjects. Teachers' job, therefore, should be to raise teachers' awareness of the use of English for teaching purpose and students' use of English for learning purposes and to devise ways of turning into effective actions. Moreover, the academic success of the students will be realised if all teachers help their students develop their language skills by using EMI during interaction in the subject area classes besides levying the burden on English teachers.

Richards and Rogers (2001, p. 218) explain that there are two important elements to develop a method in which language proficiency and academic content can go hand-in-hand integration of second language development into regular subject area instruction and creation of appropriate conditions for providing input. Cantoni-Harvey (1987, p. 22) also reports that when the learners' second language is taught both as subject and used as MoI, the content of each lesson should be taught simultaneously with the linguistic skills necessary for understanding it. However, as Mohan (1986, p. 1) points it out, in content learning, we fail to notice the role of language as the medium of learning, and in language learning, we do not pay attention to the fact that content is being taught.

Met (1994, p. 159) comments that benefits of learning language through subject content are believed to be evident in learners' language and content acquisition. Accordingly, learning Geography, Science or History in the TL gives the use of English a purpose over and beyond learning the language itself. In this way, learning subject content is taken as possessing a kind of meaningfulness that is believed to be absent from typical language instruction (Snow, Met & Genesee, 1989, p. 202). This view implies that EMI classes could even be regarded as the implementation of the principles of the communicative approach on a grand scale (Dalton-Puffer & Smit, 2007, p. 8). The other importance is that in a foreign language context, using EMI means a substantial increase of the amount of TL exposure for the learners, which tends to multiply the hours spent with the TL compared to the traditional language classes (Dupuy, 2000, p. 217).

2.8 The use of EMI in the Ethiopian context

It is clear that the factual educational realities can differ considerably from situation to situation. In the Ethiopian context, for example, measurers have been taken to initiate content

area teachers to use EMI through providing them training by launching ELIP (English Language Improvement Programme). One of the modules, *Language in Education in Ethiopian Secondary Schools* (MoE, 2005, p. 24), for instance, is designed to enable ‘content area teachers and English teachers to construct in their classrooms an environment which is beneficial to learning in English’.

More specifically, the module emphasises how content area teachers can take responsibility for teaching language in English-medium classes. The reason was that English teachers could not teach all the language skills which learners need for learning subjects. As a result, the book recommends that content area teachers need to teach some of the English language skills which students require to learn the subject matter (MoE, 2005, p. 24). In other words, the book comprises contents like ‘taking responsibility for teaching English in English-medium education: subject teachers’ and ‘taking responsibility for teaching English in English-medium education: English teachers’ (MoE, 2005, p. 24).

However, the problem is still being reflected because content area teachers might not have still been aware of the use of the TL while teaching content area subjects; or the content area textbooks may not be interactive in such a way that students and teachers can use the TL while dealing with different activities. Thus, it is worth reviewing the features of the textbooks of the grade under study to see whether they were prepared in a way that they can pave the way for students and teachers to use the TL through different activities.

2.9 Contents of Grade 9 History and Geography textbooks

As indicated elsewhere in the first chapter, Ethiopian schools start using EMI at Grade 9. For this purpose, the textbooks were written in English language. The focus of this research, as

has already been mentioned, is to study to what extent teachers of History and teachers of Geography and their students use EMI during classroom interaction. Thus, the suitability of the textbooks for classroom interaction (by using the TL) is worth discussing.

2.9.1 Contents of History textbook

There are eight units in Grade 9 History Textbook. Each unit and sub-topic has its objectives which are followed by the English list of “terms to know”. The “terms to know” under each topic have been assumed to have dual purposes – teaching content obligatory terms so that students cope with their content area lessons and improve their English through using it during classroom interaction. Similarly, as opposed to the traditional way of teaching content through teacher dominated talks, each unit consists of different oral and written activities that enable students to explain some concepts, discuss different issues individually and in groups and later report to the class (see Grade 9 History Textbook (MoE, 2005).

2.9.2 Contents of Geography textbook

Grade 9 Geography Textbook consists of four units. Each unit has objectives that are followed by “key terms” taken from each topic. There are also different oral and written activities that enable students to explain some concepts, discuss different issues individually and in groups (see Grade 9 Geography Textbook, MoE, 2005). Thus, given the role of English as the MoI at secondary and tertiary levels, these different activities, are believed to have paramount importance to be sources of the TL proficiency.

From the overview of the textbooks, one can easily understand that History teachers and Geography teachers have something to do with the language of instruction. For example, it

shows that they are expected to teach the list of words given under each topic, as part of their respective subjects, and enable students to be interactive throughout the lessons. It also indicates that the textbooks are prepared in such a way that students can practice the language of instruction through debates and discussions other than taking notes in the traditional way. However, if teachers do not encourage students to practice the TL, the students frequently tend to switch code to their MT, which in turn, influences the teachers themselves to revert to MT. The next section deals with the concepts of code-switching in classrooms.

2.10 The conceptual framework of the research

Studies repeatedly show that second language acquisition is likely to be more successful when the TL is learned better not only as an independent school subject, but also used as the MoI in authentic acts of communication (Lu, 2002, p. 5). Lu (2002, p. 9) specifies his view saying that the Canadian French Immersion Programme revolves around the MoI (the issue of language in education) on the surface, but its ultimate purpose is developing students' proficiency in French (the issue of language education).

Ellis (2005, p. 15) agrees with Lu explaining that the theoretical assumption of immersion programme is based on the view that language is acquired through comprehensible input in the classroom. He adds that this theory is in accordance with Krashen's (1985, p. 14) Comprehensible Input Hypothesis, which states that to be exposed to an environment rich in comprehensible input is sufficient for language acquisition to take place the same as French Immersion Programme.

Similarly, Nunan (1989, p. 10) explains why language-learning objectives can easily be achieved in this way arguing, “When learners use the L2/FL to acquire subject knowledge, they face with tasks that involve communicative use, in which their attention is focused on meaning rather than on linguistic structure”.

Ellis (2005, p. 16) proposes two views on Krashen’s Comprehensive Input. On one hand, he agrees with the extensive input reasoning that in a foreign language context, there are far fewer opportunities for the input other than in the classroom. As a result, he proposes that to ensure adequate access to input, the use of FL in the classroom has to be maximised. This means that FL (in our case, English) needs to become the MoI as well as the object of instruction to increase the students’ exposure to the input. On the other hand, Ellis (2005, p. 16) argues against Krashen’s insistence on comprehensible input and stresses that learner output also plays a great role to improve TL oral proficiency.

In the Ethiopian condition, the fact that EMI is believed to offer students and teachers more opportunities to speak in English (e.g. in interactions during discussions, presentations, and comments, etc.) for five periods a day than in English- as- a- subject classroom, which allows only 40 minutes a day, makes EMI the main source of English oral interaction.

Scholars (e.g., Ellis, 2005, p. 40; Kaufman & Brooks, 1996, p. 233; Kaufman, 2004, p. 304) explain that interactionist theory focuses on how the learner accomplishes a task and how the interaction between learners can scaffold and assist in the L2/FL improvement processes. Many research conducted within the framework of the Interaction Hypothesis also state that conversational interaction "facilitates language acquisition because it connects input (what learners hear and read); internal learner capacities, and output (what learners produce) (Ellis,

2005, p. 40; Pica, 1994, p. 194). Accordingly, this study is grounded in the importance of social interaction, which is believed to increase students' and teachers' TL oral communication proficiency.

Figure 2.1 below, will present an ideal effort content area teachers and language teachers make to improve their students' language needs and the social interaction in the classroom as to increase students' TL production. However, it has to be noted that the present research deals with the role that content area teachers (in this context, History teachers and Geography teachers) play to improve their students' TL use. The role of the foreign language teacher is included to see the general picture of the framework, not to include language teachers in this particular research.

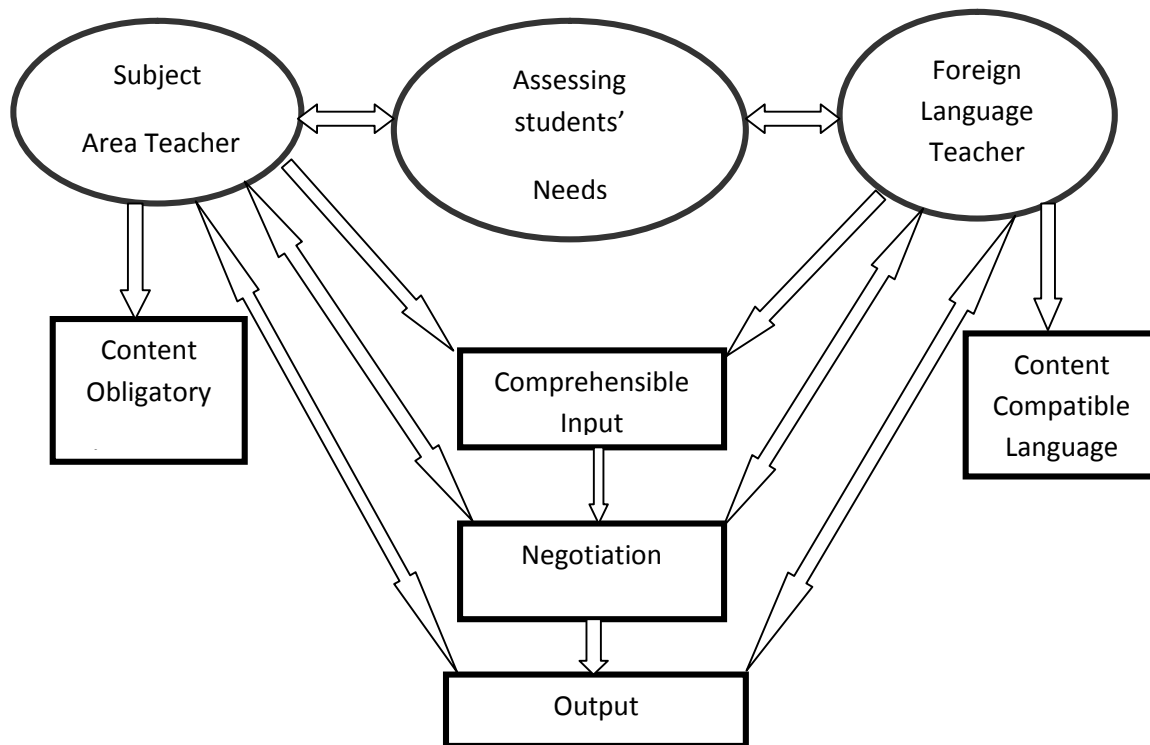


Figure 2.1: Model of the relationship between teachers' and students' oral interaction as adapted from Snow, Met and Genesee (1989)

According to Figure 2.1 above, first, content area teachers and English teachers may discuss what type of academic language is needed to facilitate the current content lesson. Second, both content area teachers and language teachers give their respective inputs to their students considering their discussions on students' language needs. Third, they give a chance to their students to ask and/or answer questions to facilitate the learning processes through classroom interaction. The teachers clarify unclear ideas in a comprehensible way. They try to make students talk in the TL through negotiation other than automatically rushing into using students' MT. Pica (1994, p. 194) acknowledges negotiation as a facilitator of learning, and claims that negotiation creates a situation in which learners receive feedback through direct and indirect evidence.

In general, the model tries to demonstrate that classroom interaction should not be only one-way communication, as in Krashen's (1985, p. 33) input hypothesis. Rather it should be two-way in order that students can practice the TL through interaction with each other and with their teachers. Through interaction, students can be sources of communication instead of being passive recipients of input that is offered by their teachers or that is read from textbooks. However, if teachers do not encourage students to practice the TL, the students frequently tend to switch code to their MT, which in turn, influences the teachers themselves to revert to MT.

2.11 Conclusion

This chapter looked at the various theories related to language use in the subject area classrooms. The chapter also examined some research findings on the effectiveness of exit-models in Ethiopian education to give an answer to those who argue Ethiopian students are

incapable of using the TL because of the late-exit model they have been practicing. It also paid attention to some theories related to learning a language, learning through a language and the proficiency level to learn through a language. In addition, it discussed the view of different scholars about the amount of L1 to be used in EMI classes. Furthermore, it dealt with students' and teachers' reasons for code-switching in EMI classes. The chapter also explained the contribution of the subject area teachers to enhance students' TL use that is unquestionable. Grade 9 History and Geography textbooks were also revised to see how much attention was given to the incorporation of the language items. Finally, the conceptual framework of the study was presented.

CHAPTER THREE: THE RESEARCH METHODOLOGY

3.0 Introduction

This chapter will begin with the general methodology of the research. Under the general methodology, the research paradigm and approaches used, and techniques of the site and subjects' selection will be presented. The rationale for participants' and subject area selection will also be emphasised. In addition, the techniques of data collection used; namely, classroom observation, students' questionnaire and teachers' interview are included in this chapter. Furthermore, the quantitative and qualitative data analyses methods used will be discussed. Moreover, the issues of validity, reliability and ethical considerations of the research will be preceded by the results of the pilot study and the lessons learned from it. Finally, the conclusion of issues raised in the chapter will be presented.

3.1 The research paradigm and approach

This sub-section deals with the research paradigm, which Creswell (2007, p. 19) defines as 'basic sets of beliefs that guide actions'. It also presents how the mixed-methods approach is used in this single study (see Johnson & Onwuegbuzie, 2004, p. 17).

3.1.1 The research paradigm

Comments on the debate surrounding research paradigms contend that the struggle for the primacy of one paradigm over others is irrelevant as each paradigm is an alternate offering with its own merits (Guba, 1990, p. 27). Creswell (2007, pp. 19-27) identifies several schools of thought in the paradigm debate or so-called 'paradigm wars'. At one end of the debate are

the ‘purists’ who assert paradigms and methods should not be mixed. Another school of thought is identified as the ‘situationalists’ who contend that certain methods can be used in specific situations. In direct opposition to the ‘purists’ are the pragmatists who argue against a false dichotomy between the qualitative and quantitative research paradigms and advocate for the efficient use of both approaches.

Many mixed-methods researchers and theorists also draw strong associations with mixed methodology and pragmatism. For example, Johnson and Onwuegbuzie (2004, p. 17) summarise the philosophical position of mixed-methods researchers when they say, “We agree with others in the mixed-methods research movement in that consideration and discussion of pragmatism by research methodologists and empirical researchers will be productive because it offers an immediate and useful middle position philosophically and methodologically.”

Pragmatism also offers a practical and outcome-orientated method of inquiry that is based on action and leads, iteratively, to further action and the elimination of doubt; and it offers a method for selecting methodological mixes that can help researchers better answer many of their research questions (ibid.). Guba and Lincoln (2005, p. 200) discuss how positivists and post-positivists can be reconciled through mixed-methods in ways that make the simultaneous practice of both possible. Therefore, pragmatism has a strong philosophical position in mixed-methods approach or methodological pluralism camps. In this study, thus, pragmatism, which is the worldview of mixing qualitative and quantitative research methods, is preferred to be used.

3.1.2 The research approach

Some studies require the use of a single method approach while others demand the use of multiple method approaches depending upon the research questions they intended to answer. Researchers who are interested in finding out the causal relationship or the outcome of phenomena, for instance, resort to experimental or quantitative research methods where all extraneous variables have to be controlled to justify that the effect is the result of an independent variable (Doornyey, 2007, p. 21). Research which aims at exploring processes involved in a phenomenon such as classroom research, on the other hand, may find the combination of the two methods more amenable (Doornyey, 2007, p. 148).

Although they admit that differences exist between the two approaches, Scott and Usher (2011, p. 98) claim that the assumption that the quantitative and qualitative approaches represent two distinct and opposed approaches to the study of the social world is being challenged. They even go to the extent of saying that the two methods do not belong to separate research paradigms and thus can sensibly be used within the same investigation. This mutual enrichment of qualitative and quantitative methods has also gained acceptance by researchers as the advantage of embedding one method into the other has become more popular (Creswell & Clark, 2007, pp. 9-10; Sarantakos, 2004, p. 52).

According to Doornyey (2007, p. 56), mixing the two methods, first, has a complementary function that enables to look into not only overlapping but also different aspects of a phenomenon from different perspectives. It also helps get a comprehensive and fuller portrait of the issue when used sequentially as in the case where the result of the first method informs the need of the second one. Furthermore, it functions when researchers want to extend the

scope and breadth of a study by including multiple components. Second, purpose of utilising mixed-methods in a single study serves the purpose of maximising the validity of the results through method triangulation. Method triangulation is a way of checking the validity of the result of a study by using different methods (validation-through-convergence) (Creswell & Miller, 2000, p. 127).

In this study, the compelling reason for implementing the mixed-methods approach was an attempt to expand the understanding of the issue by painting a relatively more complete picture of the situation by looking into its different aspects, i.e., the existing behaviours with regard to the use of EMI. This can be evident from the formulation of the research questions. While RQ1 focuses on the amount of students' and teachers' use of EMI in History and Geography classes, RQ2 is designed to explore students' and teachers' reasons for code-switching (if any) in EMI classes. RQ3 is related to teachers' help of students to use the TL in EMI classes.

Accordingly, the first research question (RQ1) generates quantitative data through students' questionnaire, lesson transcripts and teachers' interview which need a simple statistical analysis (in this case, percentage). The rest, (RQ2 and RQ3), generate both quantitative and qualitative data that need descriptive analysis and content analysis of the quantitative and qualitative data. The quantitative data from the questionnaire and the interview were supplemented by the qualitative data from the interview and the lesson transcripts. In sum, the present study suits both quantitative and qualitative approaches.

3.2 Selection of the research site

The study was conducted in East Wollega Zone, Oromia Regional State. The rationale for selecting East Wollega Zone was that having served as a teacher for more than two and half a

decade in a high school, a Teacher Training College and a University in the zone, the researcher has been acquainted with the educational practices there. This could give the researcher both administrative convenience and good insight into the actual research concern. More specifically, two high schools in Nekemte town (the capital of East Wollega Zone) were selected purposively for two reasons. The first reason is that when the researcher worked as a teacher at one of the high schools, he informally observed many content area teachers and their students extensively using Oromo as MoI instead of English. The second reason is for the proximity of the schools to the researcher's work place (Wollega University).

3.3 The schools' profile and subjects' selection

The subjects of the study are Grade 9 History teachers, Geography teachers and their students of Biftu Nekemte and Derge Secondary Schools in Nekemte town. The schools' profile and the procedures used for the subjects' selection will be presented under the next sections.

3.3.1 The schools' profile

The two selected schools have their own history. Thus, it is worth discussing their profile briefly.

3.3.1.1 Biftu Nekemte secondary school

Biftu Nekemte Secondary School is one of the two schools in which the main study was conducted. According to the school's vice director's report, Biftu Nekemte was established in 1938 as military training camp by the Italian invaders. Later, in 1942, after the invaders left

the country, Emperor Haileselassie I made it the first secondary school in the then Wollega Province (now East Wollega Zone). Then, the school was named Kedamawi Haileselassie (Emperor Haileselassie I) Secondary School.

After the downfall of Emperor Haileselassie's regime in 1974 by the Military Junta, the original name of the school was changed to Meskerem Hulet (September 12) Secondary School. According to the school's vice director's report, the change was made to commemorate the day the military government came to power by overthrowing the Emperor. Later on, Meskerem Hulet was changed to Biftu Nekemte (the Sun of Nekemte) for the second time to indicate that the school was established to fight illiteracy from Nekemte town in a way that the sun fights darkness. The vice director further reported that Biftu Nekemte Secondary School is located on eight hectares of land. There are many old and new buildings in the school compound. The old ones were built by the Italians, as mentioned earlier, and the new ones were built by the current government.

The vice director's report also depicted that there is a library, a bookstore, a laboratory, a computer training room, latrine for both male and female students in isolation, and for the academic and administrative staff, too. Some of the buildings are pictorially represented below.



Figure 3.1 Some of the old buildings (1938) Some of the new buildings (2005)

The vice director also reported that the school comprises many academic staff. In 2010, for example, the number of male teachers was 69 and that of females was 17. Totally, there were 86 academic staff members in Biftu Nekemte Secondary School. Among these, there were 4 Geography teachers and 4 History teachers in the school at the time of this study. There were two thousand four hundred and twenty students in the school in 2010. At the time of data collection for the main study (April 18, 2011 to May 19, 2011), however, it decreased to 2300 for the reason that two private high schools were opened in the town. Accordingly, the researcher could observe a maximum of 54-59 students in each observed class.

3.3.1.2 Derge secondary school

Derge Secondary School does not have a long History like Biftu Nekemte Secondary School. However, to mention a few, the buildings were constructed by the 'Derg' regime in 1980s and were serving as a camp for military purposes. In 1998, it became a secondary school Derge Secondary School. Surprisingly, Derge Secondary School and Biftu Nekemte Secondary School are close to each other. The schools are found approximately at a distance of 0.8 kilometres from each other on the same side (south-west) of Nekemte town. That means students from other directions of the town and the neighbouring sites should go a long distance to come to these very closely built high schools.

Derge Secondary School comprises many academic staff though not as large as that of Biftu Nekemte. According to the school's vice director's report, in 2010, for example, the number of male teachers was 43 and that of females was 9. Totally, there were 52 academic staff members in Derge Secondary School. Among these, there were 4 Geography teachers and 4

History teachers in the school at the time of the main data collection. There were one thousand nine hundred students in the school in 2010. At the time of data collection (April 18, 2011 to May 19, 2011), it showed an increase in number (2200 students) because students who come from countryside were made to join the school. Accordingly, at the time of observation, the researcher could observe a maximum of 50-57 students in each class.

According to the vice director of the school, the school was constructed on six and a half hectares of land. He also reported that there is a library, a bookstore, a laboratory, a computer training room, latrine for both male and female students in isolation, and for the academic staff, too.

3.3.2 Subjects' selection

The subjects of this study are Grade 9 students and their History teachers and Geography teachers. The next section, thus, will describe reasons for the selection of the subjects of the study.

3.3.2.1 Selection of teachers

The teacher participants were selected from two secondary schools in Nekemte town. The researcher was informed that the two schools follow the same procedure in assigning teachers to their respective classes. For example, if Mr. X is a Geography teacher, he may be assigned to either Grade 9 or Grade 10 or to both grades, which minimised the chance of getting a teacher who teaches only the class under research (Grade 9). Accordingly, the researcher asked the directors if there are teachers who teach History and Geography only at

Grade 9. Fortunately, from each school, there were one Geography teacher and one History teacher who solely teach the required grade. Therefore, it did not demand the researcher to search for other techniques to select the four teachers from other teachers. Underneath, the profile of the selected teachers from the two schools is presented.

Table 3.1: Bio-data of the selected Geography teachers and History teachers

No.	Work Place	Teacher's Code	Graduated From	Qualification		Subject he Teaches	Service Year
				Major	Minor		
1	Biftu Nekemte Sec. School	T1	Jimma U.	Geog.	History	Geog.	8
2		T2	N.G.U.C	History	Geog.	History	30
3	Derge Sec. School	T3	Jimma U.	Geog.	History	Geog.	8
4		T4	Jimma U.	History	Geog.	History	25

The table above indicates that teachers of both subjects are well experienced in teaching their respective subjects. Though the Geography teachers have a few years' teaching experience when compared with that of the History teachers, they have the same years of teaching experience. All of the teachers teach the subjects in which they were qualified. All the teachers but one, who graduated from New Generation University College, graduated from Jimma University.

3.3.2.2 Selection of students

One hundred and twenty students, (thirty students from each observed teacher's classes), were randomly selected to fill out the survey questionnaire.

3.3.3 Rationale for choosing Grade 9

Grade 9 was chosen because it is where the subjects make a shift of MoI from MT to English. Therefore, it is believed that studying teachers' and students' use of EMI during classroom interaction is at this initial stage so that if there are problems regarding the use of the TL, some remedy will be thought for before it obstructs the students' preparatory and tertiary level education in the future. Besides, since the students have been learning English as a subject for the last eight years, Grade 9 is felt to be an appropriate grade level where their effective use of the TL in oral interaction while learning other subjects is studied.

3.3.4 Rationale for choosing History and Geography classes

There are two main reasons to choose Social Sciences subjects (in this case History and Geography) as areas of study. The first reason is that most of the studies conducted in the Ethiopian classrooms context concerning language were conducted only in language classrooms. In the present study, the researcher is motivated to explore to what extent History teachers and Geography teachers use EMI to enhance students' use of the TL oral interaction besides their subject matter teaching.

The second reason for the selection of Social Sciences is that they are fully taught by actual teachers from the beginning of the class up to its end, which enables the researcher to record the language uses of teachers and students throughout the periods. On the contrary, subjects like biology, chemistry, physics, math, English, civics, etc. are taught by plasma teachers, which make them unsuitable for the present study as the teachers take most of the class time and leave a little class-time for the actual teachers.

3.4 Techniques and procedures of data collection

The data collection techniques of this study are classroom observation, students questionnaire and teachers interview. The ways these data collection techniques employed and the procedures used will be discussed in the next section.

3.4.1 The classroom observation and its procedures

Observation has paramount importance when used as the main data source of a study because it approaches reality directly in its physical structure and studies events as they evolve (Sarantakos, 2004, p. 232). Doornyei (2007, p. 169) also states, “The main merit of observational data is that it allows researchers to see directly what people do without relying on what they say they do.” More specifically, observation is said to provide researchers with rich data on classroom interaction behaviours and can easily yield the amount of teachers’ and pupils’ talk (Allwright & Bailey, 1991, p. 65). As the main target of this study is to investigate students’ and their teachers’ use of EMI in the actual classroom interaction, observation is treated as the main data collection instrument.

Scholars of the field divide observation into two: participant observation and non-participant observation. In participant observation, Sarantakos (2004, p. 220) suggests that researchers join the group they intend to study and observe it from the inside. This type of observation for the present research is not applicable because the investigator cannot join the class acting as a student for they can easily identify him from their classmates.

In non-participant observation, the role of the observer is strictly professional in that he is concerned with the recording of specific behaviours (verbal and non-verbal) of students and

teachers employing both a tally scheme and written field notes to ensure reliability and validity of data (Cohen & Manion, 1985, p. 103). In this study, thus, taking the position of the non-participant observer, the researcher observed four teachers' classes (a History teacher's and a Geography teacher's classes from each high school).

To collect the necessary data through classroom observations, the researcher used both audio and video recording procedures. McDonough and Shaw (1993, p. 268) point out that sitting in a class and videoing the experience are never neutral because an unaccustomed presence in the class is bound to cause some disruption and alter the normal patterns of interaction. Even so, they suggest that using video for classroom observation has several advantages. One particular advantage of this approach is that it is useful to the extent that it is possible to focus on a single issue for one viewing, such as teacher talk, and then replay the tape to focus on a different issue (*ibid.*). In addition, in the video recording, both verbal and non-verbal behaviours of the participants during interaction might be recorded and enable the researcher to identify the actual behaviours the speaker shows during interaction. Hence, the researcher decided to use video-recordings to capture the necessary data.

Accordingly, the classes were observed five times each. That means twenty lessons (10 History and 10 Geography lessons) were observed. However, two observations of each teacher's classes were not recorded because they were used to familiarise the researcher with the participants so that alteration of behaviour might be minimised during the three recording sessions. Therefore, from the twenty observations, twelve of them were audio and video-recorded. It was hoped that from the twelve-recorded lessons, ample information could be collected to show the amount of the subjects' use of the TL, for what reasons they switch code to MT and how the teachers help students use the TL.

Realising the problem of using a single camera in large classes, as it was a case during the pilot study; additional recording machines were used in the main study. Accordingly, two audio recorders and a digital camera were used.

One of the audio recorders (small in size) was given to the teachers to put it in their front pockets. This strategy was used based on the result of the pilot study, which indicates that more than 87% of the class time was occupied by teacher-talk. Thus, it assisted the researcher to get a clearly audible self-recording of the teacher for such a large amount of time. This strategy was also found to be very effective in recording the classroom interaction of students who sit in the front rows because the teachers passed most of the class time explaining standing in front of the classes. Besides, the teachers sometimes go close to students who participate in classroom interaction, which could assist the researcher to get audible recordings of the students' voice.

The other audio-recorder was put at the middle-back of the classes so that students who sit at the back can be reached. The digital camera served as an audio and video recorder. It was more important than the other two because it captured the classroom events effectively and made the researcher remember the live classroom discourse by replaying the video, which contributed a lot to the authenticity of the data during transcription.

3.4.2 The students' questionnaire and its procedures

Questionnaire is a widely used and useful instrument for collecting survey information by providing structured often-numerical data. According to Seliger and Shohamy (1989, p. 172), the major advantage of a questionnaire is that it is self-administered and can be given to a

large group of subjects at the same time and when anonymity is assured, subjects tend to share information of a sensitive nature more easily. Because a large number of participants fill out the questionnaire at the same time, the data become more accurate (ibid.).

The purpose of the present questionnaire is to find out students' opinion about theirs and their teachers' use of the TL. It is believed that the students can express their feelings freely and more easily through a questionnaire than when they are interviewed to respond to the same questions.

Thus, one-hundred and twenty students were randomly selected from the four observed classes. After bringing the students together, the cooperating teachers were requested to distribute the question papers among the sixty students in each school. The question papers were filled out in about twenty-five minutes. Both the researcher and the cooperating teachers monitored the whole process. After the students completed filling out the question papers, they immediately handed in them to the cooperating teachers. The return rate of the questionnaire was 100%. That means, the 120 students participated in the study.

There are twenty-one items in the questionnaire. Twenty of them are close-ended and one of them is open-ended. The items are categorised in such a way that they can suit the sequence of the research questions. The questionnaire items are also categorised into three main parts based on the three research questions.

Part I elicits information about the amount of students' and their teachers' use of EMI in Geography and History classes. Section 'A' of this part consists of 12 items with five choices ranging from 'strongly agree' to 'strongly disagree' given to the subjects to rate. Section 'B'

of the same part provides students with 4 multiple choice items (Items 13, 14, 15 and 16) in which they can express their and their teachers' amount of the use of TL in frequencies and percentages.

Part II of the questionnaire consists of 3 multiple choice items (Items 17, 18 and 19) which are related to reasons for students' and teachers' code-switching in EMI classes.

The last part (Part III) of the questionnaire presents two items (Items 20 and 21) which are related to content area teachers' help of students to improve their TL oral interaction (for the full text of the questionnaire, see Appendix E). The three research questions (RQ1, RQ2 and RQ3), the categories of the survey questionnaire, and the order of the items and the aims of each item are summarised in Table 3.2 below.

Table 3.2: Categories of the questionnaire items

To answer	Category	Items	It was aimed to:
RQ1	Students' use of EMI	1, 2, 3, 4	explore the amount of students' and teachers' use EMI
		13, 14	
	Teachers' use of EMI	5, 6	
		15,16	
RQ2	Students' reasons for code-switching	7, 17, 18, 19	investigate for what reasons students and teachers switch code
	Teachers' reasons for code-switching	8, 9	
RQ3	Help from teachers	10, 11, 12, 20, 21	identify whether History teachers and Geography teachers help students with their TL use or not

3.4.3 The teachers' interview and its procedures

Interview is the most widely used research method in a qualitative research. Its main function is to provide a framework in which respondents can express their own thoughts in their own words taking the form of conversation between two people (Leonard, 2003, p. 166). Interview is adaptable when compared with other procedures; i.e. the interviewer can follow up a respondent's answers to obtain more information and clarify vague statements (Gall, Borg & Gall, 1996, p. 289). It permits in-depth information gathering, free response and flexibility that cannot be obtained by other procedures (Seliger & Shohamy 1989, p. 166). Furthermore, data that have not been foreseen through other procedures can be probed and obtained through interviews.

There are many types of interviews, the use of which depends on the kind of information required (Sarantakos, 2004, p. 268). Structured interview, unstructured interview and semi-structured interview will be discussed below:

Firstly, **structured interview** typically involves the use of a structured survey instrument that asks all respondents the same questions in the same order and the responses are amenable to statistical analysis (Sarantakos, 2004, p. 268). Kothari (2004, p. 98) clearly states that structured interview is very similar to a questionnaire in that it uses a standard format consisting of predetermined questions in a fixed order. As the interview is designed for teachers who can explicitly tell what is happening in the classroom with regard to using the TL, the present researcher is not interested to provide teachers with a structured interview, which can be answered by saying 'yes' or 'no' or 'True' or 'False'.

Secondly, **unstructured interview**, as its name indicates, employs unstructured interview schedules containing a number of open-ended questions, whose order and wording can be changed as well. The flexibility of unstructured interview enables a researcher to have a more in-depth look into the mind of the subject and is more suited for most qualitative studies (Sarantakos, 2004, p. 268).

In unstructured interview, a greater freedom is offered to the interviewee by the non-directive interview where the researcher assumes a limited role and lets the interviewee narrate his/her history the way s/he thinks fits thereby allowing him/her maximum opportunity to direct the conversation (Cohen, Manion & Morrison, 2000, p. 270). However, Kothari, 2004, p. 98) expresses his fear saying that responses from unstructured interviews are hard to deal with because they are unmanageable. He further argues that this may affect the reliability ('reproducibility') of the data produced (ibid).

The other fear is that since the interviewer may change the order of questions and present to different people, or phrase the same question differently, it may be difficult for the researcher to compare answers. In other words, it makes the coding, the transcription of tape-recorded data, the organisation and comparison of the data very difficult and time consuming. Considering Kothari's fear, the present researcher reserved himself from using unstructured interview.

Thirdly, **semi-structured interview** lies somewhere between the structured and unstructured types of interview (Sarantakos, 2004, p. 269). It consists of specific and defined questions determined beforehand, but at the same time, allows some elaboration in the questions and answers (Nunan, 1992, pp. 149). In addition, semi-structured interview allows the respondent

freedom of expression thereby allowing ample and often unexpected information to emerge (Seliger & Shohamy 1989, p. 167) as compared to structured interview. In this research, thus, semi-structured interview is preferred because it does not adhere merely to statistical and closed questions, which inhibit getting ample information; neither does it allow a much-uncontrolled kind of conversation. Accordingly, an interview guide, which has 12 open-ended but semi-structured items, was designed for the four interviewees.

Five of the interview items (Items 1, 3, 4, 5 and 6) dealt with teachers' opinion about the importance and the amount of students' and teachers' use the TL in EMI classes. Others (Items 2, 7, 8 and 9) required teachers to give information about their code-switching in the EMI classes. The last part of the interview guide (Items 10, 11 and 12) presented questions that hold teachers' help of students to improve their TL use in EMI classes.

With regard to its procedures, the researcher decided to conduct the interview two days after finishing the recording of the classroom lessons. There are two reasons for doing so. The first reason is that conducting the interview after implementing the two data sources might give an opportunity to probe some questions or to clear some unclear information based on the events in the classroom and the responses of the students' questionnaire. The second reason is that conducting the interview before the observation and the questionnaire might lead the subjects to make a deliberate attempt to change their usual use of EMI after the interview and affect the genuineness of the observed data.

The next step was to get a convenient place to conduct the interview. Accordingly, the researcher asked the school administrators to provide him with a convenient place to conduct the interview. The administrators permitted the researcher to use the Social Sciences

Department and told the school guards to keep the environment silent until the interview was over. As a result, the interview could be conducted in the departments of the two schools without any disturbance.

During the interview, the teachers responded to the questions in English. During the recording of the interview, the interviewer (the researcher) and the interviewee (teacher) sat facing each other. The digital camera was put on the desk in front of us playing the role of an audio-recorder.

3.5 Methods of data analysis

The major data source of this study is the video and audio-recorded lesson transcripts of teachers' and students' use of EMI. The information gathered from students' responses to the questionnaire, and responses from teachers' interview are other data sources used to corroborate the major data source. The quantitative and qualitative analyses of the data are discussed below.

3.5.1 Analysis of the quantitative data

To capture all the necessary data, which might indicate the amount of students' and teachers' use of the TL in relation to the local languages (Oromo/Amharic), three data sources were used. The first data were obtained from student questionnaire, the second was from teacher interview transcripts and the third was from the transcripts of the recorded lessons.

Responses to the questionnaire, which are related to the amount of students' and their teachers' use of English (RQ1), were tallied, tabulated, and the frequency of the responses was changed into percentage and then interpreted. It has to be noted that the questionnaire

items, which are related to students' and teachers' reasons for code-switching (RQ2) and teachers' help of students to use the TL in EMI classes (RQ3), were also analysed quantitatively. This means that all the questionnaire items were analysed quantitatively by using percentage and frequency.

The teachers' interview transcripts were analysed both quantitatively and qualitatively. Accordingly, responses related to the amount of teachers' and students' use of the TL in relation to the local languages (RQ1), were analysed quantitatively leaving responses related to reasons for code-switching (RQ2) and teachers' help of students to use the TL (RQ3) for the qualitative analysis.

The recordings of the social interaction of teachers and students were transcribed and then seen from two perspectives. The first perspective was using the transcripts as a quantitative data source, and the second one was using them as a qualitative data source. With regard to such implementation, Allwright and Bailey (1991, p. 65) suggest that once we have collected data, we can analyse them by counting or measuring (quantitative analysis), or by directly reflecting upon and trying to interpret them (qualitative analysis). They add that once we have produced a transcript of a classroom lesson (qualitative data), we could count all sorts of things – the amount of teacher talk, or of learner talk, the frequency of use of certain words, the number of instances of learner error, and so on (quantitative data) depending largely upon what interests us (*ibid.*).

The present researcher was interested to count the words used during classroom interaction and identify the amount of the TL used in relation to the local languages and approve or disprove the quantitative data gained from students' questionnaire and teachers' interview.

Therefore, following the procedure suggested by Allwright and Bailey (1991, p. 65), the researcher analysed the lesson transcript data both quantitatively and qualitatively.

A period lesson in Ethiopian secondary schools on average takes 40 minutes. To arrive at the amount of TL or local languages used (RQ1) within these 40 minutes, word was preferred to be a unit of measurement because it is easier to count words produced during every switch of language. Besides, it is very easy to add up words of each language, starting from a single word, and then later change into percentages. On the contrary, it is very difficult to get for how many seconds or minutes a person utters one or two words of different languages if s/he uses intra-sentential code-switching. Therefore, after identifying the sum of words spoken per language in percentages in the three periods of a teacher, the sum of words spoken in the four teachers' classes was summarised in a table (see Appendix A for the detail).

3.5.2 Analysis of the qualitative data

Reasons for students' and teachers' code-switching (RQ2) and teachers' help of students to use the TL (RQ3) are mainly dependent on the lesson transcripts that need a qualitative analysis. Accordingly, the method of qualitative content analysis is believed to be more appropriate. Many current studies use qualitative content analysis, which they define as a research method used for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Doornyei, 2007, p. 223). In this section, thus, the content analysis of the interview and the lesson transcripts were used.

It is true that the instruments used in this study might have shown overlapping results. Even so, they are used to triangulate the main instrument (the observation) to make the findings

more reliable and valid. The relationship between the research questions, type of data used, procedures employed and data analysis used are summarised in the table below.

Table 3.3: The relationship between the research questions, type of data, procedures and data analysis

Research Questions	Type of Data	Procedures			Analysis
		Observation	Questionnaire (Students)	Interview (Teachers)	
RQ1	Extent of use of English in subject area classes				Quantitative and Descriptive
RQ2	Reasons for code-switching in EMI classes				Qualitative and descriptive
RQ3	Teachers' help of students to use English				Qualitative and Descriptive

Key: () represents major instruments;
 () represents supportive instruments

However, the process of using these different methods of data collection and analysis is not what one can easily implement without any trialing, as the process of arriving at a particular method needs some trials. Thus, the researcher found it necessary to try them out at a pilot stage which helped him use the instruments appropriately. The next section will highlight the procedures used in the pilot study and the lessons learned from its trials.

3.6 The pilot study

The rationale for piloting instruments, as Seliger and Shohamy (1989, p. 195) suggest, is two-fold. First, it is to assess the quality of the survey instrument in order to revise and improve it before it is used in the main study. Second, by testing the instruments, the

researcher can get a sense of the practical aspects of administering the data collection tools in the time required to complete the survey and check the clarity of the instructions.

Under the umbrella of this main objective, the study required data on three aspects of the subjects' responses to the use of EMI in Geography/History classes: the amount of students' and teachers' use of EMI, students' and teachers' reasons for code-switching in EMI classes and the efforts teachers make to assist their students improve their use of the TL.

A History teacher and a Geography teacher from Gute High School (East Wollega Zone) were purposively selected for the classroom observation and the interview. Forty students (twenty students each from the observed teachers' classes) were randomly selected to fill out the questionnaire. The selection of subjects from this site was purposively done because of its proximity to Nekemte town where the main study was going to be conducted. It was also selected because it is relatively close to the researcher's work place (Wollega University).

One of the research questions in the pilot study was concerned with the amount of English spoken as the MoI in Geography and History classes in relation to the local languages. Answering this question required data from video and audio-recorded lesson transcripts. Accordingly, the researcher conducted two video recordings, counted the words from the lesson transcripts of the recordings, and analysed the data after converting the words uttered into percentages.

The other instrument was students' questionnaire. The questionnaire was meant to gather supportive data on the students' and their teachers' use of EMI. Before administering the questionnaire, each item was translated into the students' MT to give them a chance to

respond Oromo. Accordingly, the students were asked to respond in any language of their choice. All of them, but one who was confident to fill out the English version, were interested in the Oromo version and filled it out. However, the English version of the questionnaire was analysed.

The last data collection procedure used in the pilot study was interview. The interview was set for the two teachers whose classes were observed. It was hoped that information obtained from the interview would provide the researcher with rich quantitative and qualitative data to prove or disprove the findings obtained from the questionnaire and the lesson transcripts.

3.6.1 Analysis of the pilot study

To do the preliminary analysis, first, the two video-recorded lessons were transcribed. What follows was viewing the lesson transcripts from two perspectives. The first perspective was to use the data to get the amount of TL used in the observed classes (quantitative). In this regard, the words used when producing the TL or the local languages in the class were counted and then analysed by means of simple statistics (percentage).

The second perspective was to use the same data to explore the reasons for which students and teachers switch code and the efforts teachers make to help their students improve their TL use (qualitative). In this case, first, the researcher studied the transcripts of the two video-recorded lessons to identify categories that could emerge from the data. Then, the investigator developed analytical categories (see Table 5.4) and analysed the transcript data bearing the analytical categories and the research questions in mind. The analysis of this core data was supplemented by the findings from students' questionnaire, teachers' interview transcripts and field notes.

3.6.2 Implications of the pilot study

The highlights of the insights gained from the students' responses to the questionnaire and teachers' interview transcripts reported that students have a few roles in classroom interaction in both the TL and the local languages. This implies that teachers dominate most of the class time without giving students chances to talk. Besides, students and teachers use code-switching for different reasons be it intentionally or unintentionally which implies that teachers use code-switching sometimes not because the students are in need of the MT during each switch; rather it seems that they made it a habit.

The crude analysis of the lesson transcripts shows that there are some discrepancies with regard to the amount of students' and teachers' use of the TL. It confirms that students do not get the chance to use the TL during classroom interaction for teachers use most of the class time. It also shows that there is a sign of giving limited encouragement to students to improve students' TL practice. Generally, the pilot study reveals that the planned procedures would serve the purpose of the study.

However, as the purpose of the pilot data analysis is to give a hint for the effectiveness of the procedures to be used in the main study, an in-depth conclusion at this premature stage is believed to lead to hasty and unreliable generalisation. Even so, the analysis of the pilot study enabled the researcher to be aware of the following lessons.

3.6.3 Lessons learned from the pilot study

After conducting the pilot study, the researcher realised that some of the questionnaire items needed to be refined to be more reliable. The other insight gained from the pilot test was the

way the interview guide was prepared. After conducting the teachers' interview, the researcher decided to design a similar format to that of the students' questionnaire to enable him to crosscheck what the students responded on their use of the TL against that of their teachers'. However, if teachers were interviewed what is different from students' questionnaire, it would become very difficult to bring the responses together and easily analyse.

For example, in the questionnaire, the students were asked to give the estimated amount of TL use by both students and teachers. However, in the interview guide, the teachers were only asked the general estimate of TL use, which made it difficult to compare with students' responses. Furthermore, the students' questionnaire presented equally about the students' and the teachers' use of TL step by step. The teachers' interview guide, however, presented most of questions to the teachers' use of the TL. Thus, the interview guide for the main study was improved in such a way that it could incorporate questions about both participants' use of the TL. Accordingly, the number of interview items for the main study was raised from 8 to 12.

The other potential problem was that the researcher used only one recording machine (a digital camera), and he had to move from one corner of the class to the other to record the classroom events. Though the recordings were effective, there was a need for using more recording machines for the main study in such large classes. Thus, the investigator planned to use two audio-recorders and the usual digital camera during the main study to capture all events in the classrooms.

To conclude, the pilot study acquainted the researcher with care to be taken during the recording of lessons and analysis of both quantitative and qualitative data in the main study.

It also created a good opportunity for the researcher to prepare himself cautiously to overcome practical problems that would likely emerge during the main study. Furthermore, it enabled the investigator to identify potential problems and modify, delete, or add items in the instruments to increase the reliability and validity of the main study. In general, the above-mentioned techniques and procedures of data collection (section 3.4) and methods of data analysis (section 3.5) were strengthened as a result of the pilot study conducted beforehand. In the next three subsequent sections, the reliability, validity and ethical considerations of the main study will be presented.

3.7 Reliability and validity of the research

Some writers use distinct terminologies in both quantitative and qualitative research to refer to validity and reliability of research. For example, within the rationalistic paradigm, the criteria to reach the goal of rigor are internal validity, external validity, reliability, and objectivity (Scott & Usher, 2011, p. 145; Morse et al, 2002, p. 5). Similarly, the criteria in the qualitative paradigm to ensure “trustworthiness” are credibility, transferability, dependability, and conformability (Lincoln & Guba, 1985, p. 189). Others (for example, Creswell & Miller, 2000, pp. 126-127; Cohen, Manion & Morrison, 2000, p. 105 and Sarantakos, 2004, pp. 83-91) use validity and reliability in both research paradigms. Morse et al. (2002, p. 4) also argue that validity and reliability can work for qualitative research, not only for quantitative research. In this research, thus, the terms validity and reliability are used, in both qualitative and quantitative methods.

There are a number of criticisms thrown by positivists at qualitative methods. The major criticisms are:

- a) data collected through such techniques as observation and interview are subject to bias;
- b) the data analysis tends to be interpretative and subjective;
- c) the findings obtained lack generalisability and are hard to transfer to other contexts;
- d) the research is left at the mercy of the untrained researcher (Sarantakos, 2004, pp. 45-46; Doornyei, 2007, p. 35).

However, it is believed that the criticisms can be minimised by giving attention to the reliability and validity of the research as indicated in the next sub-sections.

3.7.1 Reliability

Allwright and Bailey (1991, p. 46) warn that if one wants to investigate classes using an observation instrument, or if s/he wants to count linguistic structures in transcripts, it is important to know that the observational system of the structures to be counted, or the coding categories indicated should not change from day to day. This is to say that the research procedures must be consistent. With regard to this, Allwright and Bailey (1991, p. 46) state, “One area of obvious concern about reliability is in situations where more than one observer is involved in trying to count or code the same things.” Creswell and Clark (2007, p. 135) report that reliability is well linked with qualitative research where there is a concern to compare codes among several coders (inter-rater reliability). Based on this view, the reliability of the findings of this research is strengthened through rigorous comparison of the researcher’s coding with that made by a colleague to avoid ambiguities in coding and interpretation.

Moreover, Lincoln and Guba (1985, p. 301) assert that to secure reliability, the researcher should try to solicit the participants’ view of the credibility of the findings and the interpretations. Thus, the transcriptions, findings and the interpretations of this study were

taken back to the participants for feedback hoping that the feedback would enable the researcher to verify the interpretations.

3.7.2 Validity

Validity in a mixed-methods research can be maintained through construction of appropriate methods of data collection and analysis (Creswell & Miller, 2000, p. 127). Furthermore, to minimise subjectivity and bias in a qualitative research, it needs using the strategy of methodological triangulation and data triangulation (Creswell & Miller, 2000, p. 129).

With regard to the methodological triangulation, multiple data sources such as classroom observation, questionnaire and interview were applied. The strategy of data triangulation is concerned with crosschecking the evidence obtained from questionnaire responses, interview transcripts and lesson transcripts. For example, the evidences obtained from the teachers' interview transcripts and the students' questionnaire were used to complement and crosscheck the evidences gathered through classroom observations to maintain validity of the finding. Analysis of data was to categorise the data into qualitative and quantitative methods and then triangulate the findings.

3.8 Ethical considerations

Ethical choices involve the fundamental rights, dignity and worth of all people Best and Kahn (2003, p. 47). Accordingly, to be cautions of the ethical considerations, first, the researcher requested a permission letter from the Department of Foreign Languages and Literature (A.A.U.). Then, he took the letter to Nekemte Town Educational Office and got a

positive response. The educational office immediately informed the two schools by telephone to cooperate with the researcher on his stay to conduct research.

As soon as the researcher reached the schools, he informed the directors of the schools that he wants to conduct research in the schools particularly with Grade 9 Geography teachers, History teachers, and their students. Showing their agreement, the directors immediately introduced the investigator to the target teachers so that they could co-operate for the success of the research work. The teachers also showed their willingness. The researcher informed the participants that participation in the study is voluntary and completely anonymous and that the retrieved information would be used only in this dissertation (see Cohen, Manion & Morrison, 2000, p. 50).

After observations were completed, the investigator debriefed to the subjects that the specific aim of the recording was to explore students' and teachers' use of EMI during classroom interaction.

3.9 Conclusion

This chapter has dealt with the general methodology of the research. To be specific, it has presented the research paradigm and approach of the study. Accordingly, pragmatism has been selected as a research paradigm because it is preferred to be accepted by mixed-methods researchers and theorists (Scott & Usher, 2011, pp. 95-98) and is accepted by the present researcher as a convenient research paradigm, as well.

The chapter also has presented the procedures for the selection of the research site and the selected schools' profile. Besides, it has discussed the research methods used; rationale for

choosing subject area classes and the targeted grade level. Furthermore, it has underlined the techniques of data collection used and the qualitative and quantitative methods of data analysis applied followed by the report of the pilot study. Finally, it has dealt with the reliability, validity, and ethical considerations of the research.

CHAPTER FOUR: ANALYSIS OF FINDINGS AND DISCUSSION

4.0 Introduction

This chapter will focus on the analysis of students' and teachers' estimated amount of use of the TL in relation to the local languages. It will also emphasise the reasons why the subjects use excessive code-switching in EMI classes. Finally, it will present the efforts made by the subject area teachers to promote students' use of the TL.

The questionnaire consisted of 21 items that provided the students with questions in which they could tell their own and their teachers' use of the TL while the interview guide consisted of 12 items in which teachers could tell their own and their students' use of the TL. The lesson transcripts of the 12 class observations were analysed to confirm whether what the subjects responded in the questionnaire and the interview go in line with what was observed or not. The data were analysed both qualitatively and quantitatively in the next successive sub-sections.

4.1 Analysis and discussion of the amount of students' and teachers' use of EMI

In this section, the analysis of parts of the questionnaire responses, which are related to opinions of students about the estimated amount of theirs and their teachers' use of the TL, will be treated.

4.1.1 Analysis of students' responses to the questionnaire

Items 1, 2, 3, 4, 13, 14, 5, 6, 15 and 16 of the questionnaire were grouped under four sets in such a way that they could capture the amount of students' and teachers' use of the TL in

relation to the local languages (Oromo and Amharic). The analysis and discussion of each item will be presented under the next two sub-sections.

4.1.1.1 Students' opinion about their own use of EMI

Four items (Items 1, 2, 3 and 4) dealt with students' opinion about the amount of their own use of EMI. With regard to Item 1 (Table 4.1 below), the respondents were asked to confirm whether using the TL in classrooms creates better atmosphere for them to use the TL or not. In Item 2, the respondents were required to show their agreement or disagreement whether a frequent use of Oromo/Amharic in Geography and History classes has a negative effect on their English language improvement or not.

In connection with the effect of the use of English and Oromo/Amharic simultaneously in one lesson (Item 3 below, the respondents were asked to report whether using code-mixing in EMI classes is confusing or not confusing.

The last item (Item 4 in Table 4.1 below) was designed to explore whether the students use the TL most of the class time for they believe that it improves their oral English or not. The responses of the 120 students were summarised in Table 4.1 below and interpreted thereafter.

Table 4.1: Students' opinion about their own use of EMI

Item	Statement	Option	No.	%
1	Using EMI in Geography and History classes produces a better classroom atmosphere than using Oromo and/or Amharic. Therefore, I use EMI largely.	Agree	101	84.1
		Uncertain	11	9.2
		Disagree	8	6.7
Total			120	100
2	Using Oromo and/or Amharic frequently in Geography and History classes affects my English proficiency. Therefore, I use the target language	Agree	81	67.5
		Uncertain	22	18.3
		Disagree	17	14.2
Total			120	100
3	It is confusing for students to learn the same lesson mixing English and Oromo and/or Amharic.	Agree	39	32.5
		Uncertain	23	19.2
		Disagree	58	48.3
Total			120	100
4	I interact using the target language most of the class time because the more I practice the target language the more it improves my oral English.	Agree	100	83.4
		Uncertain	10	8.3
		Disagree	10	8.3
Total			120	100

Among the 120 respondents, majority of them, 101 (84.1%), reported that using the TL creates a better atmosphere than using local languages while 8 (6.7%) of them replied negatively. Others, 11 (9.2%), were in doubt to take either side. This implies that the respondents have a positive perception of using EMI because it creates opportunity for them to practice the TL.

Concerning Item 2 (Table above), the majority of the respondents, 81 (67.5%), reported that they use the TL frequently because they believe that it improves their English proficiency. A few of them, 17 (14.2%), did not agree to the importance of using EMI. The rest of them, 22

(18.3%), were uncertain to deal with the item. Therefore, the data indicate that using EMI improves the subjects' English proficiency.

In connection with the effect of the use of English and Oromo/Amharic simultaneously in one lesson (Item 3), 39 (32.5%) of the respondents reported that using code-mixing is confusing. On the contrary, 58 (48.3%) of them contended that using code-mixing in one lesson is not confusing. A few of the respondents, 23 (19.2%), were in doubt to judge that it is confusing or not confusing. In general, the data show that using the TL in combination with the local languages is not confusing.

With regard to the last item (Item 4 in Table 4.1 above), the vast majority of the respondents, 100 (83.4%), reported that they use the TL most of the class time because it helps them improve their use of it. A small number of them, 10 (8.3%), could not take side while the rest of them, 10 (8.3%), responded negatively. Therefore, the data imply that using the TL frequently improves the subjects' oral English proficiency.

To investigate the amount of the respondents' use of the TL in relation to their use of the local languages, the students were asked to give their estimates in frequency and percentages. Item 13 (Table 4.2 below) required students to estimate the frequency of their current use of EMI. Item 14 provided them with a question in which they could estimate the percentage of their TL use in EMI classes in relation to the local languages (see the summary in (Table 4.2 below) :

Table 4.2: Students’ responses to the estimated amount of their use of EMI

Item	Statement	Options	F	%
13	What is the estimated frequency of your current use of English as medium of instruction in relation to your use of mother tongue? I:	<input type="checkbox"/> use more L1 than we use Eng.	25	19.7
		<input type="checkbox"/> use less L1 than we use Eng.	45	35.4
		<input type="checkbox"/> equally use L1 and English	51	40.2
		<input type="checkbox"/> never use local languages	6	4.7
		Total	127	100
14	What percent of the History and the Geography class time, for example, in one lesson period; do you think you use English?	<input type="checkbox"/> 1%-10%	22	18.3
		<input type="checkbox"/> 11%- 20%	20	16.7
		<input type="checkbox"/> 21%-30%	15	12.5
		<input type="checkbox"/> 31%-40%	9	7.5
		<input type="checkbox"/> 41%-50%	20	16.7
		<input type="checkbox"/> 51%-60%	8	6.7
		<input type="checkbox"/> 61%-70%	9	7.5
		<input type="checkbox"/> 71%-80%	11	9.2
		<input type="checkbox"/> 81%-90%	5	4.1
		<input type="checkbox"/> 91%-100%	1	0.8
		Total	120	100

Note: F=Frequency of the responses

In Table 4.2 Item 13 above, the data clearly indicate that from the 127 responses given, 25 (19.7%) of the respondents use more L1 than they use English while 45 (35.4%) use more TL than MT. The results also show that the majority of them, 51 (40.2%), use both languages in a balanced way while a few of them, 6 (4.7%), reported that they never use the local languages in EMI classrooms.

In response to Item 14 above, of the total number of 120 respondents, 22 (18.3%) reported using the TL 1%-10% of the class time while 20 (16.7%) reported using 11%-20% of the

class time. Furthermore, 15 (12.5%) and 9 (7.5%) of the respondents, respectively, estimated students' use of the TL as 21%-30% and 31%-40% of the class time. The other respondents, 20 (16.7%), raised the estimate to 41%-50% while 8 (6.7%) of them estimated it to be 51%-60%. Moreover, 9 (7.5%) of them estimated that they use the TL 61%-70% of the class time while 11 (9.2%) of them estimated that they use it 71%-80% of the class time. The rest of the respondents, 6 (5%), suggested that they use the TL 81%-100% of the class time.

Thus, the data clearly show that 42 (35%) of the respondents estimated their use of the TL to be 1%-20% while 78 (65%) of them estimated it to be 21% and above of the class time. However, this estimate of the respondents was not observed during the actual teaching-learning processes. This implies that the subjects have positive aspiration for the use of the TL though their wish and the practical application do not match. Section 4.3 (this chapter) will give the subjects' actual use of the TL in relation to the local languages.

4.1.1.2 Students' opinion about teachers' use of EMI

Items 5 and 6 (Table 4.3 below) were designed in relation to students' opinion about the amount of their teachers' use of EMI. In Item 5, respondents were required to identify whether or not teachers switch to students' MT or continue teaching in the TL whatever problems the students face in understanding the lesson. In Item 6, the students were required to identify whether History teachers and Geography teachers are concerned with students' TL use or not. The responses are summarised in the table below and discussed thereafter.

Table 4.3: Students' opinion about their teachers' use of the TL

Item	Statement	Option	F	%
5	Whether we understand what our teacher says or not, s/he explains the lesson in the target language.	Agree	51	42.5
		Uncertain	16	13.3
		Disagree	53	44.2
Total			120	100
6	Geography teachers and History teachers do not worry about students' use of English; it is the work of English teachers.	Agree	20	16.7
		Uncertain	8	6.7
		Disagree	92	76.6
Total			120	100

Regarding the first item (Item 5 in Table 4.3 above), of the total number of 120 respondents, 51 (42.5%) agreed that their teachers continue explaining in the TL whether students understand what the teachers teach or not. However, the majority of them, 53 (44.2%), reported that their teachers do not continue explaining in the TL when they think that students could not attend what teachers teach; meaning that they use code-switching. Again, 16 (13.3%) of them could not decide which option to choose. Thus, the data reveal that teachers use the TL only to the extent that their students understand what they explain in the TL.

In response to Item 6, (the table above), of the 120 respondents, 20 (16.7%) suggested that the issue of language is not the concern of History teachers and Geography teachers. The vast majority of them, 92 (76.6%), however, replied that the issue of English is also the concern of History teachers and Geography teachers. Yet, 8 (6.7%) were in doubt to respond to the item either positively or negatively. Thus, the data indicate that Geography teachers and History teachers should not limit themselves only to the content areas they teach.

In Items 15 and 16, respondents were required to estimate the amount of Geography teachers' and History teachers' use of EMI. Regarding Item 15, (the first item in the table below), they were asked how much of the class time is covered with their teachers using the TL in relation to the students' MT. In the last item, (Item 16 in the table), the respondents were required to give the estimated amount of their teachers' use of the TL in a class time in percentages. The following table consists of the summary of the responses followed by its interpretation.

Table 4.4: Students' responses to their teachers' estimated use of the TL

Item	Statement	Options	F	%
15	What is the estimated frequency of your teachers' use of English as the medium of instruction in History and Geography classes? They:	<input type="checkbox"/> use more L1 than they use Eng.	16	12.4
		<input type="checkbox"/> use less L1 than they use Eng.	24	18.6
		<input type="checkbox"/> equally use L1 and English	81	62.8
		<input type="checkbox"/> never use the local languages	8	6.2
		Total	129	100
16	What percent of the History and the Geography class time, for example, in one lesson period, do you think teachers use English?	<input type="checkbox"/> 1%-10%	3	2.5
		<input type="checkbox"/> 11%-20%	5	4.2
		<input type="checkbox"/> 21%-30%	8	6.7
		<input type="checkbox"/> 31%-40%	6	5
		<input type="checkbox"/> 41%-50%	13	10.8
		<input type="checkbox"/> 51%-60%	11	9.2
		<input type="checkbox"/> 61%-70%	11	9.2
		<input type="checkbox"/> 71%-80%	15	12.5
		<input type="checkbox"/> 81%-90%	31	25.8
		<input type="checkbox"/> 91%-100%	17	14.1
Total	120	100		

Note: F=Frequency of the responses

In Table 4.4, Item 15 above, of the 129 total responses, 16 (12.4%) of the respondents reported that their teachers use more L1 than they use English while 24 (18.6%) contended

that their teachers' use of the TL exceeds their use of L1. The majority of the respondents, 81 (62.8%), pointed out that their teachers use both languages in a balanced way. The rest of them, 8 (6.2%), suggested that their teachers do not use local languages in EMI classrooms.

In response to Item 16 above, of the 120 respondents, a few of them, 3 (2.5%), stated that their teachers use the TL 1%-10% of the class time while 5 (4.2%) reported that they use 11%-20% of the class time. A few of them, 27 (25.5%), also reported that teachers' use of the TL ranges from 21%-50% of the class time. Others, 37 (30.8%), estimated that their teachers' use of the TL is from 51%-80% of the class time. The majority of the respondents, 48 (40%), estimated that teachers use the TL more than 80% of the class time. In general, the two tables (Tables 4.2 and 4.4 above), indicate that the students estimated their use of the TL to be 1%-10% of the class time and that of their teachers to be 81% onwards.

4.1.2 Analysis of teachers' interview responses

The other data source used to investigate students', and teachers' use of the TL was teachers' interview. In this section, the analysis of items, which are related to opinions of teachers about the importance of using EMI in the subject area classes and the estimated amount of theirs and their students' use of the TL, will be presented.

To begin with, the teachers were required to give their opinion about the importance of the use of EMI at the grade under investigation. None of them had a negative perception of its importance reasoning that when students learn in the TL, they can improve their English language skills. All of them, though interviewed at different times, were heard giving similar responses saying that English is very important for students because it is a global language. For, example, T3 gave emphasis to the importance of it as follows:

Eh using English as a media of instruction at high school level is it has a great importance you see. It is the language of the world. So it is the language of universities, it is the language through which different scientific innovations are conducted. So it is really, very important to communicate with different nations. So, English is the very important one.... I like to speak it more of my time. Do you know why? It is the world language. (P. 302, lines 10-17)

In the extract, T3 clearly indicated that as English is an international language and the language of science and technology, using it as the MoI has great importance.

The other interviewee (T4) mentioned some additional pedagogical values of using EMI. See the extract below:

Actually, English is really one of the universal languages and here we are in Ethiopia as part of the world. So, we must bring up our tomorrow's generation in well-developed skill of speaking English language. If we see the general sources of education in the world, most of them are written in English language. Therefore, the medium of instruction in Ethiopian secondary schools is very good to be in English language. (P. 308, lines 7-11)

In the quote above, T4 confirmed what T3 already said reiterating that, as English is a universal language, their generation should have a well-developed skill of speaking it. He further reported that English language has a great value because most educational materials have been written in English. T4 concluded that using English as the MoI at high school level has paramount importance.

The researcher further asked if the subjects' use of the TL in History and Geography classes is maximum or minimum as compared with their use of the local languages. T1 and T3 reported that their use of the TL is maximum while that of their students is minimum (T1, p. 292, lines 43-46 and T3, p. 303 lines 46-49). According to T2, the use of the TL in EMI classes is conditional. He elaborated that when he gets responsive classrooms, he uses English and when he feels that students are not interactive, he uses local languages. However, he did not estimate whether his students' use of EMI is minimum or maximum (p. 298, lines 52-54). In response to the same question, T4 reported that both subjects use the TL in History classes to a limited amount (p. 309, lines 64-73). Teacher responses matched with what he actually performed in the classroom.

Based on the responses given, the researcher wanted the interviewees to estimate theirs and their students' use of the TL in percentages as compared with their use of the local languages. The average of their estimate showed that the interviewees use the TL 79.3% of the class time and, their students use it 16.3% of the class time. However, what the researcher relied on was the subjects' actual classroom performance during the classroom observations.

4.1.3 Analysis of the lesson transcripts data

The third and the main data source used to investigate the proportion of students' and teachers' use of the TL was classroom observation. The main objective of the classroom observation, as has already been discussed in the methodology part, was to see the live classroom behaviour of the subjects in connection with their use of the TL. Thus, to

investigate whether what the subjects reported in their questionnaire and interview go in line with what they perform in the classroom, the lesson transcripts data were critically analysed.

To this effect, six Geography lessons and six History lessons were recorded for 432 minutes. Indeed, the conventional class time in Ethiopian secondary schools context is 40 minutes, which could have taken the researcher 480 minutes to record the 12 lessons had the subjects made use of all the class time.

However, 14 minutes in the Geography classes were not recorded because 9 and 5 minutes respectively were wasted as the classes began late and the teachers left the classes early. Similarly, 34 minutes in the History classes were not included for two reasons. The first reason was that the teachers wasted 10 minutes because they entered late and left the class 5 minutes earlier than the normal class time. The second reason was that the students and the teachers kept silent for 19 minutes at different times. Totally, 48 minutes were not included in the conventional class time of the twelve lessons because the teachers and the students did not use them for oral interaction. Thus, the subjects effectively used 432 minutes as the class time.

In the table below, the sum of the total words spoken by students and teachers during the three classroom observations of each teacher is summarised. Then, the students' and the teachers' use of the TL and the local languages are put in separate tables for further discussion. The detail is appended for crosscheck (see appendix A).

Table 4.5: The number of words spoken by the subjects

Lesson (min)	Subjects	English		Oromo		Amharic		Total	
		Words	%	Words	%	Words	%	Words	%
1-3 (109)	SS1	665	6.3	240	2.4	0	0	905	8.7
	T1	9229	84.1	762	7.1	0	0	9991	91.2
1-3 (106)	SS2	288	3.6	475	4.9	70	0.7	833	9.2
	T2	4290	49.3	3541	39	226	2.5	8057	90.8
1-3 (117)	SS3	354	3.4	248	2.3	0	0	602	5.7
	T3	7364	73.8	2011	20.3	29	0.2	9404	94.3
1-3 (100)	SS4	99	1	812	8.4	115	1.1	1026	10.5
	T4	3597	41.5	4140	43.9	382	4.1	8119	89.5
Total		24480	62.2	10454	32.1	637	1.7	38937	91.5

Key: T1 - T4- Represent Biftu Nekemte and Derge Sec. School Geog. and Hist. teachers' classes
SS1-SS4– Represent students in the four teachers' classes

4.1.3.1 The number of words spoken by students

The next table indicates the sum of the number of words spoken by students per language in the three-recorded lessons of each class in percentage.

Table 4.6: The number of words spoken by students

Subjects	English		Oromo		Amharic		Total	
	Words	%	Words	%	Words	%	Words	%
SS1	665	6.3	240	2.4	0	0	905	8.7
SS2	288	3.6	475	4.9	70	0.7	833	9.2
SS3	354	3.4	248	2.3	0	0	602	5.7
SS4	99	1	812	8.4	115	1.1	1026	10.5
Total	1406	3.6	1775	4.5	185	0.4	3366	8.5

Key: SS1 and SS2 represent students in Biftu Nekemte Geog. /Hist. teachers' classes
SS3 and SS4 represent students in Derge Geography/History teachers' classes

Table 4.6 above reveals that students uttered 1406 English words which hold 3.6% of the total class time (432 minutes). The data also indicate that when students switched code to their MT, they uttered 1775 Oromo words which is 4.5% of the total class time. Finally, the data report that the students uttered 185 Amharic words which is 0.4% of the total class time. In general, the results show that students used only 8.5% of the total class time speaking English and the local languages which implies that the students almost made a limited amount of oral communication.

4.1.3.2 The number of words spoken by teachers

The next table indicates the number of words spoken per language while producing the words of each language during the three-recorded lessons of each teacher.

Table 4.7: The number of words spoken by teachers

Subjects	English		Oromo		Amharic		Total	
	Words	%	Words	%	Words	%	Words	%
T1	9229	84.1	762	7.1	0	0	9991	91.2
T2	4290	49.3	3541	39	226	2.5	8057	90.8
T3	7364	73.8	2011	20.3	29	0.2	9404	94.3
T4	3597	41.5	4140	43.9	382	4.1	8119	89.5
Total	24480	62.2	10454	27.6	637	1.7	35571	91.5

Key: T1 and T2 represent Biftu Nekemte Geography and History teachers' classes
T3 and T4 represent Derge Geography and History teachers' classes

Table 4.7 above indicates that the four teachers spoke 24480 English words which is 62.2% of the total class time. It also shows that during their code-switching to MT, the teachers used 10454 Oromo words which is 27.6% of the total class time. Furthermore, it reveals that they

uttered 637 Amharic words which amount 1.7% of the total class time. Totally, the data show that the teachers used 91.5% of the total class time talking both the TL and the local languages. This implies that the classes were highly teacher dominated.

Table 4.8: Summary of the number of words spoken by the subjects

Subjects	English		Oromo		Amharic		Total	
	Words	%	Words	%	Words	%	Words	%
SS	1406	3.6	1775	4.5	185	0.4	3366	8.5
TS	24480	62.2	10454	27.6	637	1.7	35571	91.5
Total	25886	65.8	12229	32.1	822	2.1	38937	100

SS= Students in the Four Teachers' Classes

TS= The Four Teachers

Table 4.8 above shows that there were totally 38937 words spoken by the subjects during the twelve lessons class time. From the total words, there were 25886 English words spoken which cover 65.8% of the total class time. The data also indicate that there were 12229 Oromo words spoken by the subjects which hold 32.1% of the total class time. The data also show that there were 822 Amharic words spoken by the subjects, which is 2.1% of the total class time.

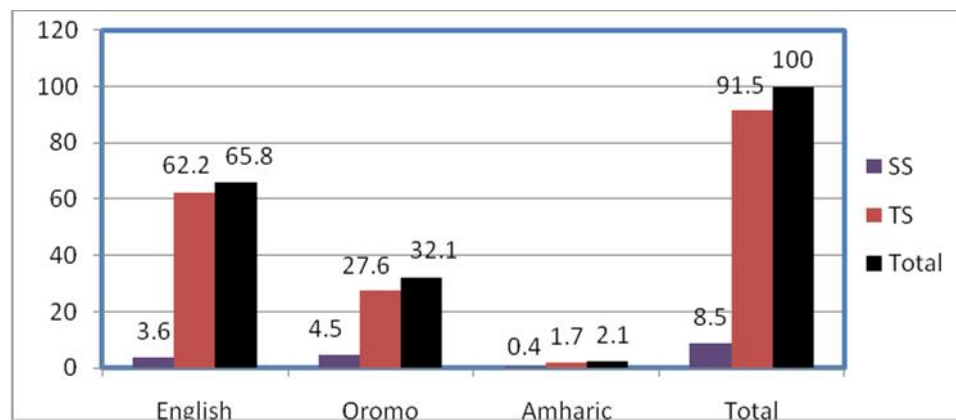


Figure 4.1: A bar graph showing the number of words spoken in percentages per language by the subjects

The data from the lesson transcripts indicate that students at the targeted high schools use EMI to a limited amount (3.6% of the class time). This finding is the reverse of Atkinson's (1987, p. 242) study, which reports that the inclusion of 5% MT at lower grades is appropriate. What Atkinson says is very difficult to put into practice in Ethiopia, even in secondary schools, because of students' inefficiency in the TL, as reported by the research participants. Adopting Atkinson's (1987, p. 242) proposal of 5% MT and incorporating it in the Ethiopian context also can be argued against because no one dare say students all over the world should and can have the same standard of using the TL because of cultural, social and political factors. In line with this, Stern (1992, p. 292) suggests that what exactly constitutes the appropriate combination of L1 and L2 has not been well investigated and it needs more exploration to address the issue. However, it can be argued that such a limited amount (3.6%) of TL use by students, as investigated by the present researcher, is a bit discouraging for the development of the language in the observed schools.

A study of teacher-student interaction research conducted by Musumeci (1996, p. 293) in a secondary school, in which content-based instruction was being conducted, has indicted that teacher talk time occupies about 66% to 72% of the class time. By comparing Musumeci's study result with the present one (91.5%), one can comment that teachers in the targeted high schools over-utilise the class time, which implies that students could not get a chance to do different classroom activities, through which they might practice the TL.

Teachers' use of the TL to the amount indicated (62.2%) in this study may not seem discouraging when one sees on the surface. However, if critically seen, teachers could use this amount because they did not give students chance to use it. Neither did they give

students chance to speak in local languages as the data clearly indicate that from the 34.3% class time the subjects spoke in the local languages, the teachers' share was 29.3% while that of the students was only 4.9% of it. This implies that whether it is in the TL or in the local languages, teachers dominantly use the class time contrary to the current student-centered approach, which is believed to enable students learn by themselves with teacher as a facilitator.

Wolfaardt's (2005, p. 2366) study has a close relation with the present study because it deals with the amount of EMI to be used in schools. He suggests that for secondary schools (Grades 8-10), in the Ethiopian case (Grades 9-10), using EMI 80% of the class time is appropriate. However, the result of the present study (65.8%) shows that students and teachers of the targeted schools lag behind what Wolfaardt estimated in his study. This implies that there is a great discrepancy between what the subjects estimated they use and their actual performance.

Therefore, it could be suggested that if students and teachers in the targeted high schools use the class time combining local languages and the TL, as indicated above, there is a fear that the attempt of using English as the MoI will totally diminish and leave its place for the local languages.

4.2 Analysis and discussion of reasons for students' and teachers' code-switching

This section will present the analysis of reasons for students' and teachers' code-switching from the TL to the local languages. For the investigation, both quantitative and qualitative data, which include students' questionnaire responses, teachers' interview transcripts and lesson transcripts, were analysed and discussed. They are presented as follows:

4.2.1 Reasons for students' and teachers' code-switching as perceived by students

In this sub-section, part of the questionnaire, which might answer the reasons for which the subjects switch code to the local languages, will be presented.

4.2.1.1 Reasons for students' code-switching

The first set of the questionnaire item (Item 7) dealt with students opinions about their own reasons for code-switching. With regard to this item, the respondents were asked to tell whether their frequent use of MT is attributed to the inadequacy of their proficiency in the TL or not. The responses are summarised in Table 4.9.1 below.

Table 4.9: Students' opinion about their code-switching

Item	Statement	Option	F	%
7	Because my English proficiency is not adequate to study subjects in English, I frequently use my mother tongue.	Agree	51	42.5
		Uncertain	19	15.8
		Disagree	50	41.7
Total			120	100

Table 4, 9 indicates that of 120 respondents, the majority, 51 (42.5%), agreed that they switch to MT because their knowledge of English is inadequate. It also points out that 50 (41.7%) showed their disagreement. The rest of them, 19 (15.8%), were uncertain about the issue. This implies that students mainly use code-switching because of the inadequacy of their TL proficiency.

The second set of the questionnaire consisted of three items. Item 17 (the first item in Table 4.10 below) tried to identify the reasons why the subjects do not use or rarely use the TL instead of Oromo/Amharic at this level. The second item (Item 18) required the respondents

to tell their reasons for MT use in EMI classes. The last item in the table (Item 19) listed down the possible reasons of code-switching and provided the subjects with the options to choose from. The responses of the subjects are summarised in the table below:

Table 4.10: Responses related to students' reasons for code-switching

No.	Statement	Options	F	%
17	If you don't use or rarely use the target language instead of Oromo and /or Amharic it might be because:	<input type="checkbox"/> teachers do not encourage you to use it.	36	21.7
		<input type="checkbox"/> the textbooks do not encourage you to use it.	19	11.4
		<input type="checkbox"/> you do not want to use it.	38	22.9
		<input type="checkbox"/> you are less competent to use it.	73	44
		Total	166	100
18	Why do you think you use Oromo and/or Amharic at Grade 9? You can choose more than one option.	Because it:		
		<input type="checkbox"/> facilitates the understanding of the subjects I learn.	81	59.5
		<input type="checkbox"/> is less time consuming.	14	10.3
		<input type="checkbox"/> helps me feel comfortable and confident	41	30.2
		-others, please specify.....		
Total	136	100		
19	If you switch code to Oromo and/or Amharic, for what purposes do you use it? You can choose more than one option.	I use it for:		
		<input type="checkbox"/> asking questions	68	30.2
		<input type="checkbox"/> answering questions	59	26.2
		<input type="checkbox"/> discussing in pairs	45	20
		<input type="checkbox"/> reporting to the class	19	8.5
		<input type="checkbox"/> asking permission	34	15.1
		- others, please specify-----		
Total	225	100		

F=Frequency of the responses

The respondents had varied reasons why they rarely use or do not use the TL (Item 17). Of the 166 responses, 36 (21.7%), of the respondents reported that they rarely use the TL because they are not encouraged by their teachers to use it. Similarly, 19 (11.4%) of them stated that the textbooks were not prepared in such a way that the students can use it while 38 (22.9%) of them contended that they do not want to use the TL. Thus, the data indicate that the vast majority of the respondents, 73 (44%), are not competent enough to use the TL. Coming to the second item (Item 18), from the 136 responses, 81 (59.5%) of the participants suggested that they use local languages because doing so makes clear what the students learn in class. Again, 14 (10.3%) of them added that using local languages is less time consuming. The rest of them, 41 (30.2%), suggested that using MT in EMI classes makes students feel more comfortable when compared with using the TL.

Regarding Item 19 (the last item in the table above), the respondents were asked to uncover for what reasons they use code-switching in EMI classes. Of the 225 responses, 68 (30.2%) and 59 (26.2%) of the respondents, respectively, reported that they use code-switching to ask and answer questions. Others, 45 (20%), suggested that they use it when they discuss in groups. Still others, 19 (8.5%), pointed out that they switch code to their MT when they report their work to the class while 34 (15.1%) of them said they use MT when they ask permission. In the open-ended part of the questionnaire, a few students added that they switch code when they discuss with their friends.

In summary, the students' responses to the items in Table 4.10 above indicate that the main reasons for students' code-switching are that they are not competent enough to use the TL. Furthermore, the data show that students use code-switching because using local languages

makes the lesson clear. Moreover, the results reveal that the subjects use code-switching mainly to ask and answer questions, ask permission and talk to friends.

4.2.1.2 Reasons for teachers' code-switching

This part of the questionnaire consisted of two items (Item 8 and 9). The items were presented in such a way that they could identify the reasons why teachers switch code as perceived by students. In Item 8, the students were required to tell the reasons why teachers shift language. The second item (Item 9) required the respondents to tell whether their teachers switch code for a purpose or as a habit. The responses of the 120 participants are summarised in Table 4.11 below:

Table 4.11: Responses related to teachers' reasons for code-switching

Item	Statement	Option	F	%
8	Whenever our teacher feels that we could not understand what s/he teaches us using English, s/he frequently switches code to our primary language.	Agree	71	59.2
		Uncertain	20	16.7
		Disagree	29	24.1
Total			120	100
9	Geography teachers and History teachers do not worry about students' use of English; it is the work of English teachers.	Agree	57	47.5
		Uncertain	20	16.7
		Disagree	43	35.8
Total			120	100

In response to Item 8 above, among the 120 respondents, 71 (59.2%) agreed that their teachers switch to students' MT when they think that students have not understood what they

teach. Others, 20 (16.7%), contended that they could not decide which option to choose. A considerable number of them, 29 (24.2%), reported that their teachers do not shift to students' MT now and then even though they are inefficient to cope with what the teachers teach. Thus, the data indicate that teachers switch code when they feel that students could not understand the lessons they teach.

With regard to Item 9 above, most of the respondents, 57 (47.5%), agreed that their teachers unintentionally change the medium to students' MT while 20 (16.7%) of them were uncertain to say what. The rest, 43 (35.8%), reported that their teachers do not have the habit of changing the MoI from English to the local languages without any reason.

In short, the data show that teachers switch code to students' MT, as perceived by students, because they use it as a strategy when they think that their students are incompetent to understand what they teach. The results also show that History teachers and Geography teachers consider that students do not understand what they teach unless local languages are used.

4.2.2 Reasons for students' and teachers' code-switching as perceived by teachers

The other data source was the four teachers' interview transcripts. In this section, responses, which are related to students' and teachers' reasons for code-switching in EMI classes, will be presented. For the analysis, a thorough reading of the transcripts was done and then the reasons for the subjects' code-switching to MT were identified. For a clear understanding of the analysis, the pages and the lines of the interview transcripts from which the quotes were taken are given (see Appendix D when required).

The participant teachers (T1, T2, T3 and T4) tried to give detail information about theirs and their students' code-switching in EMI classes. In case there are overlapping results, only core examples are quoted and analysed.

In the previous section, it was reported that using EMI in History and Geography classes improves students' TL use. In this section, the interviewees were wanted to report why students and teachers use the local languages since they believe that using English is very advantageous for the subjects to improve their TL proficiency.

The interviewees gave different reasons for doing so. The major reason they raised was that the students are not as such efficient to use the TL because of their primary school English background. For example, T1 stresses it as follows:

Extract 1

.... the students did not develop their language ability enough, in English class. For example, they learn English up to Grade 8. But still now, they did not develop their English language. Due to this factor, most of the time they learn English in lower grade by Afan Oromo. Then they want or they choose speaking in Afan Oromo and Amharic or mother tongue language instead of speaking by this English because they are not able enough. (P. 291-292, lines 25-29)

According to T1's report, students could not develop their English because they learn it through the medium of their MT in primary schools and continue this experience in high

schools. Other interviewees (e.g. T3, p. 303, lines 25-36 and T4, p. 310, lines 79-85) also share what T1 raised as a problem for students' excessive use of MT at this stage.

More specifically, the interviewees pointed out that the main reason for teachers' code-switching was to check whether students have understood what they have learned or not and to make clear what is being taught. T1 elaborates it as follows:

Extract 2

The main thing is to make clear for the students but the other is for our choice. We accidentally use that Afan Oromo even if the students do not need the translation it is a habit for teachers to translate. Even Grade 9 English teachers as I heard, when they teach English they use Afan Oromo. (P. 294, lines 107-110)

The extract above, clearly indicates that teachers switch to local languages to make the subject matter clear. However, as T1 pointed out, teachers also switch to MT because they (including English teachers) made it a habit. Other respondents (T2, T3, and T4) reported the same reason.

The interviewees further attribute the use of MT in EMI classes to the deficiency of both teachers and students. T4 reports it as follows:

Extract 3

... in Oromia teachers are using this language in combination or they combine the three languages: Afan Oromo, Amharic and English. One is, I think, by understanding ... how

far the students understand the English language. Secondly, teachers themselves we teachers ourselves are not equally capable speaking English perfectly. Therefore, while teaching in the classroom, we are forced to mix up these three languages is the basic reason. The weakness of students to understand English forces teachers to speak in Afan Oromo or Amharic. (P. 310, lines 79-85)

The other interviewee (T3) also reasoned out that some teachers face shortage of vocabulary and as a result use MT (p. 305, lines 105-110).

In sum, the teachers' interview data indicate that students use code-switching because of lack of terminology and inefficiency to construct correct grammar. According to the data, teachers revert to students' MT to confirm that students have understood what they learned and to make the lesson clear for their students. Furthermore, teachers switch to students' MT because they made it a habit and because they themselves are inefficient in using the TL. Thus, teachers' use of code-switching is mostly unintentional.

4.2.3 Analysis of data from the lesson transcripts

In this sub-section, analysis of the actual proportions of TL and local languages used during observations, students' and teachers' reasons for code-switching, and teachers' help of students' to use the TL will be presented. Reasons for students' and teachers' code-switching are based on Eldridge's (1996) and Baker's (1996) studies on reasons for code switching in classrooms (see sections 2.5.1 and 2.5.2 for the detail). The main categories that show the subjects' reasons for code-switching are summarised in Table 4.12 below:

Table 4.12 Categories that show students' and teachers' reasons for code-switching

Category	Used by	Reason for switching code
Question shift	Teacher	unconsciously/unintentionally shifted
	Students	a lack of TL terms
Clarification	Teacher	students' deficiency in using the TL
Repetition	Teacher	transfer necessary knowledge
Increase participation	Teacher	increase students' involvement in the lesson
Floor-holding	Students	avoid gap in communication
Confirmation	Teacher	Check students understood the lesson

For confirmation, the lesson transcripts were appended in such a way that they might clearly show the pages and the lines from which the quotes were extracted. The next section will present the analysis of the four teachers' lesson transcripts in relation to theirs and their students' reasons for code-switching.

Overview

The first teacher (T1) enters class on time. Throughout the class time, he frequents staying in front of the class near the blackboard. He does not quickly go to using the local languages even if students do not attempt to interact in the TL. As a result, he is the one who uses little amount of the local languages. He also tries teaching new words though he does not give much emphasis to them. For the detail understanding of the teacher's classroom behaviour, his three lessons (Lessons 1, 2 and 3) were quoted and analysed.

T2 gives classroom activities. However, he frequently switches code to local languages when he gives students instruction to do classwork in groups. Even if he tries to ask them questions in the TL, he initiates them to answer in the local languages. He is the second teacher in using much of the local languages as compared with the other three teachers. For the detail, the lesson transcripts of the teacher (Lessons 1, 2 and 3) were quoted and analysed.

T3 frequently gives turn in Oromo, which indicates that he does not pay much attention to his and his students' use of the TL. Furthermore, the lesson transcripts of T3 indicate that even though he asks questions frequently, he gives answers by himself without having patience for students to try by themselves. For detail information, lessons 1, 2 and 3 of the teacher were presented and analysed.

T4 frequently starts the lessons in English. However, he gradually starts using the combination of the TL and the local languages. The teacher dominates the class and sometimes feels angry, even furious, when students ask him questions. He is the one who complains for a lack of time to teach the key terms indicated in students' textbooks. Yet he is the one who uses the least of the class time (100 minutes out of 120 minutes) because he enters late. The detail of the teacher's lessons (Lessons 1, 2 and 3) were appended and some core examples were analysed and discussed.

In this section, parts of the 12 lesson transcripts will be presented to investigate the practical reasons for students' and teachers' code-switching in EMI classes. As Table 4.12 above indicates, the categories identified as reasons for students' and teachers' code-switching are presented one after the other as *question shift*, *clarification*, *increase participation*,

repetition, floor-holding, give instruction and confirmation. The next sub-sections will deal with the analysis of these categories.

4.2.3.1 Question shift

The teachers were observed using question shift repeatedly. To be clear with the term question shift, it is worth quoting from the lesson transcripts. For example, T1 explained the lesson in the TL and asked some questions using the same language. Then, he shifted the question to Oromo. Reyes (2004, p. 85) explains that question shift indicates a switch in language when the teacher thinks that students have not understood his question. See extracts below accordingly.

Extract 1

T1: *The ten-degree isothermic line is the southern region or the southern boundary of tundra region. When we say like that what does it mean that? Yee, maal jechuudha yeroo ten degree isothermic laayinii[n]boundary tundra riijinii[ti] jennu, maal jechuudha?* (Yes, what does it mean when we say ten-degree isothermal line..., what does it mean?) *That means the southern end. That means we said tundra is found only in the northern,*

S: *Hemisphere.* (P. 181, lines 121-125)

The extract above indicates that the teacher shifted the question to Oromo may be to make it clear for the students. However, for the one who critically sees the shifted part of the quote, it is very difficult to believe that the teacher did so for the real purpose of question shift. For example, from the fourteen words uttered during the shift from English to Oromo, there were only seven Oromo words. The other seven were English words directly inserted in Oromo

sentence. Such intrasentential switching of language misses its target for two reasons. First, students cannot understand the message of the lesson as they still might not know the meaning of the inserted words. Second, such mix of languages might hinder students from being fluent speakers of both languages as they always tend to use the combination of the TL and the MT as exemplified above.

As it was previously stated, T4 used the TL and the two local languages (Oromo and Amharic) alternately. Accordingly, he made shift of question from the TL to Oromo or Amharic and from Oromo to Amharic or vice versa (see the next extract):

Extract 2

T4: *Kanaaf, yeroo sana lakkoofsa ummata Oromoo baay'ee akka guddate kan godhe maali? INDIFAFAMU WEYIM DEGMO expand INDIYADERG YADEREGEW MINDIN NEW?* (What made them develop or expand?)

S: Natural [*faakterii*] *yammuu jennu [invaayiroonmentiidhuma] bichaadhaa kan inni irrattixiyyeeffatu?* (When we say natural factor does it focus only on environment?)

T4: *Environmental factor gaafa jennu dhiibbaan gaafa...* (When we say environmental factor when it is influenced...). (P. 275, lines 183-187)

In the extract above, T4 asked a question in Oromo and then shifted to Amharic. The student left the teacher's question aside and asked another question by mixing English and Oromo in a sentence. This type of code-switching has its own influence on students' pronunciation of the TL.

Poplack (1980) cited in MacSwan (1999, p. 224) notes that intrasentential code-switching has constraints of equivalence. Thus, to maintain the equivalence of words inserted in the local

language (Oromo) with the words from the TL (English), it is possible to say, for example, *faakter and invaayiroonment* by removing the noun marker [ii] from the words and say (Faakter *yammuu jennu* invaayiroonment *bichaadhaa...?*) by maintaining the stem of the words of the TL. Atkinson (1987, p. 246) also stresses that in such type of code-switching, teachers and students fail to observe the distinctions between equivalence of forms and meanings and as a result oversimplify and use rudimentary and inaccurate translation. This condition is prevalent in the two schools the researcher observed. Thus, the researcher expresses his fear that if the targeted students and teachers do not care for the ways they use intrasentential code-switching, they will not be good users of both languages.

The other type of question shift is the one appeared in T1's lesson which indicates that teachers sometimes shift questions merely as a habit. For example, T1 asked in English and then shifted to Oromo. However, he answered the question himself in English without giving students a chance to try the answer in any language. The next extract makes it clear.

Extract 3

T1: *You know the meaning of human activity. What does it mean by human activity? Human activity **kan jennu maayinni?** (What do we mean by human activity?) Human activity in relation to economic activity, what does it mean by? Human activity **kan jennu maayinni?** (What do we mean by human activity?) Eh that is the activity of people for their daily life for their existence or for their economic well-being and the like. (P. 190, lines 93-97)*

Such kind of question shift is termed by Sert (2005, para. 13) as unconscious shift of language. It is termed *unconscious* because the teacher did not make the shift for the benefit of the students. That is to say, for example, ‘*kan jennu maayinni?*’ in the above extract represents only ‘*what do we mean?*’ since the core idea is *human activity*, human activity should be translated into the local language (if required).

4.2.3.2 Clarification

The other category identified from the lesson transcripts reports that teachers use code-switching to make what they teach clear for the students. From the student’s response in the next extract, it is clear that students could understand the meaning of ‘citrus fruits’ and list down some examples of citrus fruits because the question was shifted to Oromo. See the extract from T3’s lesson transcript.

Extract 4

T3: *Citrus fruit warri jennu hoo?* (How about those we call citrus fruits?) *Mee citrus [firuutii] keessaa tokko eenyutu natti hima?* *Who can tell me citrus fruit?*
(Translated by T3). *Kuduraalee jiran keessaa mee tokko natti himi* (From the citrus fruits you know please, tell me one). *ISHI homaa miti homaa miti, ISHI* (Ok no matter no matter, ok?)

S: *Banana*

T3: *Banana, adda biraa, hii* (banana, another, yes?)

S: *Mango*

T3: *Mango ISHI (Mango, yes?)* (P. 249, lines 260-266)

In this case, the shift of code for clarification is meaningful. Had the teacher not asked the students in Oromo, they would have not attempted to give answers. Again, what is interesting is that after the student was clear with the question, he answered in English though he accepted turn in Oromo. This indicates that the importance of code-switching is unquestionable if carefully used for clarification purposes. However, in the above quote, the teacher was interested in students' participation may be forgetting that banana is not a citrus fruit.

It is believed that such type shift of language, may lead students to misinterpret the meanings of words and catch the pedagogical concept in a wrong way. Besides, such continuous shift to the local languages is believed to reduce the students' motivation to use the TL and make them wait for translation into local languages by not paying attention to the lesson when it is transmitted in the TL (Cummins & Swain, 1986, p. 106). Krashen (1985, p. 18) and Sert (2005, para. 12) also point out that a learner who is sure that the instruction in foreign language will be followed by a native language translation may lose interest in listening to the former instruction, which will have negative academic consequences as the student is exposed to foreign language discourse limitedly. This fear of Sert is what was observed in the two schools. In the schools, students were observed waiting for teachers' shift of language to MT as they could not say anything until teachers start talking in the local languages.

T2 was also observed using code-switching to clarify the lesson for his students. The next extract makes clear the way he used it:

Extract 5

T2: *Eeyyee* (yes). *Addadda jechuun obbolaadhaam, obbolaadha Booranaafi Baarentuun ijoollee abbaa tokkooti; ijoollee obbolaa jechaadha* (though they are

different, they are brothers. Borena and Barentu are brothers they are sons of the same father.) *Ijoolleen obbolaa kun kallattii isaaniitiin horan* (these brothers expanded in different directions; yes it is like this). *Booranaan hinhoree asiin Baarentuun asiin hore, eeyyee kana jechaadha* (Borena expanded this direction and Barentu expanded that direction.) *Malee ijoolleen kan abbaa tokkooti hangafaafi quxusuu jechaadha.* (Therefore, they are brothers, the elder and the younger). *Booranni hangafa; Baarentuun ilma quxusuudha.* (Borena is the elder and Barentu is the younger brother). *Inni hangafni kallattii kanaan ijoollee horee, inni quxusuunis kallattii kanaan malee orma jechuu miti; ijoollee abbaa tokkooti* (Both of them expanded in their own direction, however, they are brothers). (P. 213, lines 112-117)

From the quote, one can roughly tell that the teacher used code-switching for clarification purposes. However, from his frequent shift of language from English to Oromo, it could be suggested that the teacher used the students' MT not because the lesson was not clear for the students to understand but because he did not care about the use of the TL.

Other teachers were also observed reverting to students' MT or otherwise not because they thought students did not understand what they learned but because teachers made it a habit. Mattson and Burenhult's (1999, p. 61) study confirms that teachers' use of code-switching is not always performed consciously (intentionally). This means that the teacher is not always aware of the functions and outcomes of the code-switching processes. This type of switching was dominant in the observed teachers' classes.

4.2.3.3 Increase participation

The other reason for the teachers' code-switching was for the fact that students could not show their participation as required. For example, in the next extract, T1 spoke in English and then translated into Oromo to increase students' participation. See the extract:

Extract 6

T1: *But in the case of icecap region totally no permanent human settlement in that area. So why, what, why eh people permanently settle not settle the in icecap region, why? Maaliif ummatni naannoo [aayiskeppi rijinii] keessaa dhaabbataa ta'ee jiraachuu hindanda'u?* (Translated by T1). *Why? Mee harka baasaatii warri kaanis, yaalaa maali.* (Others please raise your hands and try). *Well,*

S: *It is the region of no land animal*

T1: *It is the region of no land animal, this is one point may be, another, another.* (P. 197, lines 314-320)

The above quote indicates that the teacher used code-switching as a strategy to increase students' participation. However, it was found out that though he begged the students in Oromo to answer by raising their hands, a student gave answer in English, which implies that some students want to speak in the TL even though teachers pave the way for them to speak in the local languages.

T3 presented the question in English and repeated it in Oromo. Then he strictly asked a student to try the answer so that participation is increased as indicated in the extract below:

Extract 7

T3: *What is Mediterranean, what is Mediterranean? Who can tell me? Maalidha Mediteraaniyaaniin?* (What is Mediterranean?) *Harka baasi* (raise your hand). *Sagalee dhaga'eera mitii amma?* (Haven't I heard voice?) *Jedhi mee Maalidha mee Mediteraaniyaaniin hinbeektuu Mediteraaniyaanii, iih?* (Try, what is Mediterranean, don't you know Mediterranean, yes?)

S: *It is a water body*

T3: *Yes, it is a water body...; it is a sea. It is the water body that found between Africa and, Afirikaafi maal gidduutti argama?* (...found between Africa and what?) *Ardii Afirikaafi ardi hii, ardi Afirikaafi ardi maalii* (In African continent and continent, yes, African continent and which continent?)

S: *Itiyooophiyaa* (Ethiopia)

T3: *Miti* (No). (P. 243-144, lines 57-66)

The extract reveals that the teacher asked the student what Mediterranean is both in English and in Oromo. He gave turn in Oromo as a strategy so that students can increase their participation by accepting turn in local languages. However, a student tried to answer in English though the teacher gave turn in Oromo. Then the teacher accepted turn in the TL but again gave turn in Oromo and made the student accept it in Oromo. This implies that the focus of the teacher was merely to make students participate by using the MT ignoring the TL. In the quote, the students could not differentiate *continent* and *country* as they cited Ethiopia as one of the continents in which the Mediterranean Sea is found which implies that there is a need for them to learn content obligatory terms by their content area teachers.

4.2.3.4 Repetition

Teachers were also observed highly using code-switching for repetition purposes. For example, throughout the lesson, T1 used the strategy of speaking in English and then reverting to Oromo to initiate students to speak in Oromo; or asking in Oromo and repeating the same idea in English to let the students accept turn in English. Such strategy is termed by Eldridge (1996, p. 306) as reiteration/repetition as exemplified in the next extract.

Extract 8

- T1: *Herbivorous animals, tell the examples of herbivorous animals. [Herbiivorasiin] maal inni, eenyu fa'i* (What is herbivorous, what are they?) *We said herbivorous animals are animals which eat plants. You know animals which eat plants. [Herbiivorasii] jechuun maal jechuudha? Bineensota warra marga nyaatan hinbeektanii?* (What are herbivorous? Don't you know animals that eat grass?)
Don't you know?
- S: *We know*
- T1: *So tell us, yes,*
- S: *Cow. (P. 206, lines 222-229)*

In the above quote, what the teacher wanted to know was the meaning of *herbivorous*. Thus, he asked in English, explained in English and then repeated the same question in Oromo saying, *Bineensota warra marga nyaatan hinbeektanii?* (Don't you know animals that eat grass?) After the question was repeated for several times in the TL and in Oromo, students replied that they know the animals. Then, immediately they started mentioning the animals in English. This indicates that repetition facilitates students' understanding of questions.

T4 was also observed using code-switching for repetition purposes as indicated below:

Extract 9

Why the Oromo people expanded or used moving in the sixteenth century caused such large-scale movement in the Oromo family? TILIK YEHIZB movement IKO NEW (It is a massive movement). NIKINAKE ummataa isa guddaadha gaafa Afirikaa keessatti (It was a big mass movement in the horn of Africa). Maaliif kana godhe? (Why did they do so?) Yaada isaa tokko kenneera, MAN NEW, Saamu'eel, Saamu'eel yaada isaa ibseera (A student has given his idea, who is he, Samuel, Samuel has expressed his idea). (P. 272, lines 70-74)

After explaining the lesson, T4 tried to convince the students by using English, Oromo and Amharic alternately. However, what is amazing is that the teacher used intra-sentential code-switching by inserting an English word *movement* in an Amharic sentence (see the second line of the above quote). At the same time, he inserted an Amharic word NIKINAKE (movement) in Oromo when he shifted to Oromo (see the third line of the above quote). Thus, it could be suggested that since the teacher does not have any problem in using *NIKINAKE* or *movement*, he should use them in their appropriate places so that students may get clear information.

4.2.3.5 Floor-holding

After explaining the lesson for a long time, T1 asked students in English. When giving answers, the students communicated more of in Oromo by using floor-holding as a strategy. Floor-holding, as stated elsewhere, is used when a student cannot remember or express a

word in the second language and s/he uses his/her first language to avoid a break in communication (Eldridge, 1996, pp. 305-306) (see the next example):

Extract 10

T1: *What does it mean by hunting, hunting, hunting wild animals? They depend on hunting. What does it mean by hunting?*

S: ***Bineensota adamsuu*** (hunting wild animals).

T1: ***Bineensota adamsuudhaan*** (by hunting wild animals). *They are hunting wild animals for their daily activities, for their daily life.* (P. 192, lines 135-139)

In the quote above, the teacher wanted to know the meaning of *hunting*. Then, the student shifted the language and said *bineensota adamsuu* (hunting wild animals). In this case, the student could not accept turn in English because she was not confident to speak in the TL or she faced lack of vocabulary. This implies that students could not accept turn in English because of lack of confidence to speak in the TL or because of lack of vocabulary. As a result, they use floor-holding as a strategy lest communication break occurs.

T4 mostly used three languages though the students used only Oromo for floor-holding as indicated below:

Extract 11

T4: *YEMESELACHIHUN HESAB MESTET TICHILALACHIHU; WEDE IWUNETAW BOHUWALA INMETALEN.* (You can suggest whatever you like; we will come to the reality later).

S: ***Ilaa*** (Here).

T4: *ABET, MAMUSH* (Yes, Mamush).

S: *Lafa baballifachuudhaaf* (to expand their territory). (P. 268, lines 146-150)

As the above extract indicates, in both turns, the student spoke in Oromo. This might imply that the students may have similar problems in using English and Amharic when compared with their MT.

4.2.3.6 Confirmation

This strategy is used when teachers wanted students to repeat in MT what was said in the TL. There were a few instances in which confirmation was used in this research as a strategy for students' and teachers' code-switching. Consider the next extract from T3's lesson transcripts:

Extract 12

T3: *Afurtamii shanii kaabaafi kibba; ardi keessatti argamanittimmoo eessatti argamu?* (Forty-five south and north; they are found in which continent?)

S: *Western margin*

T3: *Western margin, qarqara gama, gama maalii gama bahaati mitii, gama bahaati mitii eh* (it is found in which margin in eastern margin, in eastern margin, is it not eh?)

SS: *Gama dhihaatti* (Western margin)

T3: *Qarqara gama dhihaatti argama* (It is found on the western margin). *Kanaatiif iddoo kanatti kan isaan argaman.* (Therefore, they are found in this place). *These regions include area bordering the Mediterranean Sea Europe and Asia.* (P. 245, lines 115-120)

The extract indicates that even though students accept turn in English when they answer questions, the teacher makes them repeat it in Oromo. For example, the student responded that the latitudinal extension of Mediterranean is found between 30 and 45 degree Celsius on

the western margin. Nevertheless, the teacher was not convinced until the student could repeat it in Oromo. Thus, it could be suggested that this type of confirmation would lead the students to give answer always in Oromo instead of giving it in English and then translating it into Oromo. On the other hand, it might have an initiating power on the students to use the local languages ignoring the TL.

To conclude, the data indicate that students' and teachers' use of excessive code-switching to MT is more of due to inefficiency in using the TL. This deficiency has a long lasting history in Ethiopia as many studies have disclosed it (e.g., Stoddart, 1986, McNab, 1989, Tekeste, 2006). Still the present research indicates that the targeted secondary schools' students are inefficient to use the TL during oral interaction with teachers and peers. The data also report that students and teachers switch to MT to overcome the TL deficiency and make the lesson clear. However, from the data it could be implied that the ways the subjects use the combination of the TL and the local languages might make them unskilled users of both languages unless methodological measures are taken.

4.3 Analysis of teachers' help of students to use the TL

The aim of section is to find out the efforts History teachers and Geography teachers make to let their students use the TL during classroom interaction. Both quantitative and qualitative data collection procedures were used for this purpose. Accordingly, students' questionnaire, teachers' interview transcripts and lesson transcripts were employed.

There were five questionnaire items (Items 10, 11, 12, 20 and 21) to investigate whether History teachers and Geography teachers help students use the TL during classroom interaction or not and the ways they can make students improve it (if any). The five of them

will be presented based on the responses given. Similarly, the analysis of three interview items (Items 10, 11 and 12) which are related to History teachers' and Geography teachers' help of students to improve their TL use will be considered. Furthermore, part of the lesson transcripts data that dealt with the same issue will be analysed.

4.3.1 Students' responses related to help from teachers

In this section, the analysis of students' responses related to teachers' help of students to use the TL will be presented. Items related to this section had three sets. The first set dealt with responses related to teachers' encouragement of students to use the TL. The second one was concerned with responses related to the measures History teachers and Geography teachers take to help students use the TL. The last set consisted of responses related to the ways teachers could improve students' use of the TL during classroom interaction.

4.3.1.1 Students' opinion about teachers' encouragement

There were three items (Items 10, 11, and 12 in Table 4.13 below) which were concerned with students' opinion about teachers' encouragement of students to use the TL. Accordingly, Item 10 required the subjects to tell whether their teachers give them opportunity to practice the TL during classroom interaction or not. In Item 11 (Table below), the respondents were required to tell whether their Geography teachers and History teachers encourage them to speak in the TL or not. Similarly, in Item 12, the students were required to tell whether their History teachers and Geography teachers encourage them to report their work in the TL or not. The data are summarised in the table below:

Table 4.13: Responses related to teachers' encouragement of students to use the TL

No	Statement	Option	F	%
10	Though I like to speak in English in History and Geography classes, my teacher does not give me chance to speak because s/he uses most of the class time.	Agree	31	25.8
		Uncertain	17	14.2
		Disagree	72	60
Total			120	100
11	Our Geography teacher and History teacher encourage us speak in the target language.	Agree	99	82.5
		Uncertain	10	8.3
		Disagree	11	9.2
Total			120	100
12	Our Geography and History teachers give us oral and written classwork (as indicated in students' texts) and encourages us to report to the class using the TL.	Agree	88	73.3
		Uncertain	14	11.7
		Disagree	18	15
Total			120	100

In the table above, there were 120 respondents participated to respond to each item. Concerning teachers' giving students a chance to practice the TL (Item 10), the respondents had varied answers. A few of them, 31 (25.8%), reported that their teachers do not give them opportunity to use the TL in classroom because they dominantly use the class time. The vast majority of the respondents, 72 (60.8%), suggested that their History teachers and Geography teachers give them a chance to practice the language. The rest of them, 17 (14.2%), were uncertain about the item. Thus, the data indicate that History teachers and Geography teachers give students a chance to practice the TL during classroom interaction.

Concerning teachers' help of students to speak the TL (Item 11 above), the respondents gave different answers. The vast majority of them, 99 (82.5%), suggested that their History teachers and Geography teachers encourage them to speak the TL while 11 (9.2%) of them

reported negatively. The rest, 10 (8.3%), were uncertain about the item. Thus, the data report that History teachers and Geography teachers encourage students to use the TL.

With regard to teachers' telling the students to do classwork and report it in the TL (Item 12), a substantial number of the respondents, 88 (73.3%), reported that their History teachers and Geography teachers give them class activities and encourage them to report in the TL. A few of them, 18 (15%), responded negatively while 14 (11.7%) of them reserved themselves from choosing any of the options. Thus, the data reveal that History teachers and Geography teachers give students activities and let them report it in the TL.

It is true that a goal of giving classroom activities particularly where English is used as the MoI, is for the mastery of the language of the content the learners are studying (Nation, 1994, p. 161). In this case, Nation further states that the teacher may expect the learners to achieve negotiation of input and new language items (ibid.). From this, one might suggest that History teachers and Geography teachers are expected to see their students' achievements from two perspectives: subject matter knowledge and the use of the language of learning. However, what the teachers did was the reverse: encouraging students to use any language they could.

4.3.1.2 Responses related to the measures teachers take to help students

Item 20 of the survey questionnaire was concerned with the measures History teachers and Geography teachers take to help students communicate using the TL. The responses are summarised in Table 4.14 below:

Table 4.14: Measures teachers take to help students use the TL

Item	Statement	Options	F	%
20	When you shift your language from English to mother tongue, what measures do your Geography and History teachers take to encourage you to speak in the target language? You can choose more than one option.	They: <input type="checkbox"/> give us chance to try it again and again <input type="checkbox"/> advise us that we improve gradually. <input type="checkbox"/> encourage us not to care about Eng. <input type="checkbox"/> teach us the list of key terms given in students' text. <input type="checkbox"/> take no action. - Others, please specify.....	67 35 25 22 17	40.4 21.1 15.1 13.2 10.2
Total			166	100

Regarding Item 20 in the above table, among the 166 responses, a noticeable number of the respondents, 67 (40.4%), reported that teachers assist students by making them try the TL regularly. Others, 35 (21.1%), added that their teachers simply tell them that they improve gradually. Furthermore, 25 (15.1%) of the respondents said that their teachers tell them not to worry about English while 22 (13.2%) of them pointed out that their History teachers and Geography teachers consider the key terms given in the students' textbooks and teach them to improve their use of the TL. The rest of the subjects, 17 (10.2%), reported that teachers do not take any action for the improvement of students' TL use. Thus, the data imply that teachers give some attention to their students' TL improvement.

With regard to the open-ended question (Item 21 below), the respondents were asked to write the ways their History teachers and Geography teachers can contribute to the improvement of students' TL oral proficiency. The responses are summarised in Table 4.15 below:

Table 4.15: Suggestions about the ways teachers can improve students' use of the TL

No	Statement	Options	F	%
21	In your view, how can your Geography teachers and History teachers help you improve your English language oral proficiency?	RESPONSES: Teachers can help students improve their English oral proficiency if they:		
		A/ encourage students to ask and answer in Eng.	47	25.5
		B/ always use the target language themselves and make students use it	37	20.1
		C/ use English and Oromo in combination with a large amount of English	14	7.6
		D/ teach difficult words in the students' textbooks	20	10.9
		E/ give students chance to do classwork and homework and report it in English	52	28.3
		F/ correct students' oral mistakes without discouraging them	14	7.6
		Total	184	100

In response to Item 21 above, the students had different suggestions as to how teachers can enhance the students' language proficiency. Among the 184 responses, a considerable number, 47 (25.5%), of the respondents commented that teachers should encourage students to ask and answer in English language. Similarly, 37 (20.1%) suggested that teachers should regularly use the TL themselves and make their students use it. Furthermore, 14 (7.6%) suggested that teachers should use English and Oromo in combination with a large amount of English. Other groups of the respondents, 20 (10.9%), contended that History teachers and Geography teachers should teach difficult words that were listed in the students' textbooks.

The majority of them, 52 (28.3%), commented that teachers should give their students chances of practicing the TL through giving classwork and homework, and report in English. Others, 14 (7.6%), reported that students could improve their oral English if teachers correct them without discouraging them.

To sum up, the data in the two tables (Tables 4.14 and 1.15 above) reveal that teachers give students a chance to try the TL regularly. The data also show that students' oral proficiency can improve if teachers encourage them to use the TL when they ask and answer questions. Besides, it reports that students can improve their oral English if teachers give them a chance to do classwork and homework and let them report it in the TL. Finally, it indicates that students can improve their English if teachers themselves use English and make their students practice it.

4.3.2 Teachers' responses related to the help they provide students

Clegg (2002, p. 11) suggests that although language specialists play a vital role in L2-medium schools, language-sensitive developments in schools are largely unsuccessful if they are left only to language teachers. More specifically, as students have little opportunity for exposure to the TL outside the classroom and teachers are normally the only expert users of the TL, teachers should maximise the TL use in class in order to provide a rich environment to practice the TL (Chaudron, 1988, p. 121). Therefore, it is worth investigating the efforts made by secondary school Geography teachers and History teachers to help students improve their use of the TL.

Attempts were made to get ample information from the four interviewees (T1, T2, T3 and T4) to investigate the ways they help students use the TL in History and Geography

classrooms. Accordingly, they were asked to explain whether they help their students improve their TL proficiency or not and the ways they help them if they do so. The data indicate that they theoretically help their students. For example, T1 reported the ways he tries to avoid excessive use of the MT in the following way:

Extract 1

Most of the time, the measure that they take to divert their idea to speak English for myself, I didn't reply, I didn't answer the questions of the students that made in Oromo language; I reply in English. Then, in turn, the student tries to answer in English.... If the student didn't understand what I asked him in English, I repeat the question to Oromo and then turn back to English. (P. 295, lines 130-134)

The above extract clearly indicates that when students ask questions in Oromo, the teacher repeats the students' question in English and then continues speaking in English. T3 and T4 also responded in a similar way. For example, T4 reiterated that he motivates the students to speak in the TL by speaking in English as a role model himself. See the next extract:

Extract 2

To motivate the students to speak in English, the only method I ... have in the classroom is accepting in whatever broken English they approach me. I simply accepting and motivating even if they speak in a very I mean in broken English language. One is I motivate their English method. (P. 311, lines 114-117)

The extract indicates that the teacher motivates his students to speak in English whether it is broken or not. T3 also repeated what the two interviewees replied. However, the teachers

were not observed paying attention to the use of the TL except T1 who tried to implement what he reported in the interview. The rest were observed using English, Oromo and Amharic excessively let alone motivating students to use the TL. Thus, what the subjects report they do, sometimes deviates from their actual classroom performances.

Similarly, the interviewees were required to tell whether they teach the list of words given in the students' textbooks or not. They reported that though there is an attempt to consider teaching the key terms, they do not emphasise them due to time constraints. Let us quote from T1's responses:

Extract 3

Ok, not always because when I teach them the key terms, before entering into the main part, the terms included in the list of key terms may be found in the last topic of that unit. So, when I teach them now at the beginning of the unit, it may not be clear to them. But if they learn day-to-day topic to topic gradually, they will get the key terms. And sometimes I repeat the key terms to after the end of that unit, at the end of that unit, just because it is a repetition for them, to remind them. (Pp. 295-296, lines 160-165)

T1's response might imply that the teacher is not aware of the importance of teaching the list of words purposively given at the beginning of every unit to facilitate the forthcoming lessons.

Similarly, T2 reported that he asks which terms are difficult for students to understand and then teaches accordingly (p. 300, lines 122-124). T4 emphasised that he could not teach the key terms at all because of shortage of time to teach the subject matter as indicated in the next extract:

Extract 4

Exactly, you know our problem in teaching is the decrease of the time allotment in this year. For the textbook previously three periods was allotted per week. But now it has been two periods. Therefore, we are simply running to finish the portion. Therefore, we have no time to give concentration to such problems. For example, the key terms given at the beginning of each chapter are very important to help the students. Those key terms even I consider them as basic concepts in the chapter. Therefore, the great problem we have now to solve such English language problem is that we do not have time. (P. 300, lines 126-132)

In the extract, T4 commented that as the period allotment for History per week is only two, he could not get time to teach the key terms.

Traditionally, it is believed that content area teachers should focus only on their subject matter and English teachers should focus on teaching English. The researcher wanted to know whether the subjects of this study have the same perception or not. Accordingly, T1 was asked whether the teaching of the key terms, for example, is only the work of English teachers or not. He pointed out that it is not only the work of English teachers but also the work of Geography teachers (p. 296, line 178).

T1 also reported that he could not use activities like debate, discussion, and other classroom activities to help students interact in the classroom because of lack of time (p. 296, line 184).

T3 and T2 added that they do not give such activities all the time though they believe that giving different activities is very important to improve students' TL proficiency. T4

considers group work and debates as extra work (pp. 311-312, lines 135-138). By far, he does not consider students' use of the TL let alone encouraging them to use it.

Finally, the teachers were asked the ways students and teachers can improve their English proficiency. They provided constructive suggestions among which two of them are quoted below. T4 responded as follows:

Extract 5

One, the students must develop their skill of English language from the very beginning, from the elementary school. Secondly, even after coming to the high school, as to me easily communicate every minute in English even not only in the classroom but out of the classroom in the school campus of the school. Every student always use English language they can simply improve their English language. This is the way I think. Additionally, continuous workshop should be given for the teachers to improve their language. (Pp. 312-313, lines 168-173)

The extract indicates that the improvement has to start at elementary schools. Further, it reveals that if sustainable improvement is needed, students should be encouraged to practice the language not only in classrooms but also outside classrooms. Extending his speech, T4 recommended that teachers should be provided with continuous workshops on how to use English in classrooms. T2 added similar points as to how students can improve English language communication skills.

Other teachers focused on teachers' professional development especially, by citing the importance ELIP (English Language Improvement Programme) which has been taking place in the country. For example, T3 underlined that it would be beneficial for content area

teachers if trainings such as ELIP do not terminate and if schools encourage teachers and students to speak the TL in the school environment (see the extract below):

Extract 6

... For example, ELIP (English Language Improvement Programme) is a very important programme. Really, it is a good programme. Most of us we came to speak a little bit English because of ELIP. It has to continue again and again. Another one the teachers themselves they have to try to speak let it be whatever it is. Let it be its grammatical articulation is not right. ... The school itself has to do something. He has to initiate our teachers to speak and communicate with this media in the compound... And also our teachers must read English materials reading must be their habit so that we may overcome the problems, we may avoid in the long run. (P. 305, lines 88-98)

T3 further suggested that content area teachers might help their students improve their use of the TL if they cooperate with English teachers though the English teachers should shoulder more responsibility (p. 307, lines 165-167). Conversely, he advises English teachers to play a great role even if helping students improve their TL use is also expected from the subject area teachers.

The data from the survey questionnaire and the interview indicate that teachers encourage students to use the TL by giving students classwork and homework and let them report it in the TL as it improves their oral communication.

However, what students reported about their teachers is different from what the teachers reported about their help of students to use the TL. This indicates that the students might

have given such misleading information for two reasons. The first reason could be from the respect they have for their teachers. The other reason could be that they might feel that their teachers will fail them if their responses show negative results. To reconcile the contradicting ideas, it was necessary analysing the lesson transcripts of the four teachers. Accordingly, the analysis of core examples is presented below:

4.3.3 Analysis of data from lesson transcripts

By common understanding, the use of code-switching in classrooms, if carefully used, is to help students understand the subject matter they learn. However, there are conditions in which teachers switch to students' MT in a way it can affect students' use of both languages. In this section, the help offered by History teachers and Geography teachers and the merits and demerits of these helps will be presented with some crucial examples cited from the lesson transcripts.

4.3.3.1 Analysis of data related to help from T1

In the next extract, T1 tried to help students understand the subject matter he taught though some problems were detected (see the extract):

Extract 1

T1: *What does it mean...what is the meaning of this term? The ten-degree isothermic line in the southern region or the southern boundary of tundra region when we say like that what does it mean that? Yee, maal jechuudha? Yeroo ten degree isothermic [laayiniin baawundarii tunduraa rijiniiti] jennu, maal jechuudha?* (Yes, what does it mean? What do we mean when we say ten-degree isothermic line is at the

boundary of tundra region?).*That means the southern end. That means we said tundra is found only in the northern,*

S: *Hemisphere.* (P. 181, lines 119-125)

If we consider the way the teacher translated the words, [**laayinii**]n (line), **baawundarii** (boundary), [**riijinii**]ti (region), he directly used the stem of English words and added some morphemes to the words, which may not show that he shifted language and helped students. Rather, it is believed that such kind of shifting without changing the entire stem of the target word might create a serious problem on students' pronunciation of the TL for they pronounce it the way they experienced in the MT (Oromo).

One strong side of T1, however, was that he discussed some concepts in a way that students could show their participation. For example, he asked them to identify the difference between omnivorous and carnivorous animals as in the next extract:

Extract 2

T1: *So, discuss please, discuss and clearly identify how dog can be classified; whether it can be classified under omnivorous or carnivorous clearly. Meemee irra deebi'aatii akka sareen [omniivorasii] sirrii yookiinimmoo [karniivorasii] dabalamuu ishee adda baasuudhaaf mee wal walitti himaa* (Translated to Oromo by T1). *Please tell to each other* (a sample group was focused to be recorded).

S: *Dog eating all injera, meat and bread.*

T1: *Kanaafuu maalidha jennaree?*

S: *[Omniivorasii].* (P. 209, lines 324-331)

Though the teacher tried to make the concept clear, he did not translate the key terms *omnivorous* and *carnivorous*, which are believed to hinder students from understanding what he was saying. The researcher could come to this conclusion as he was observing a group of students who were sitting close to him and saying in murmur, ‘*Maal jechuudhaa omniivorasiifi karniivorasiin mataan isaa?*’ (What is the meaning of *omnivorous* and *carnivorous* itself)? Therefore, it might be concluded that the teacher could not help majority of the students understand the subject matter he taught by giving clear meaning of the terms, which might contribute to their knowledge of vocabulary. Furthermore, even though the teacher gave classwork for discussion, he did not focus on the students’ TL practice. If we see the last part of the above quote, for example, the teacher took turn in Oromo from the student who started speaking in English and collapsed the student’s trial, which, as a result, made the discussion continue in MT.

4.3.3.2 Analysis of data related to help from T2

The data from T2’s lesson transcripts indicate that he did not make much effort to help students use the TL. For example, in the next extract, he started the daily lesson in Oromo may be to attract students’ attention (see the extract):

Extract 3

T2: *Ok, dabtara keessan baasaa* (Take out your exercise books).

S: *Dabataran dhaqee fudhadha* (Let me go and take my exercise book).

T2: *Dhaqii fudhadhu* (Go and take). *Ok before starting our today’s discussion, who can try to remind our previous lesson? From the class, who can try? Who can try new hand new hand new hand, the previous discussion, no one? Ok. ISHI (OK).*

- S: *Zemene Mesafint* (The Era of War Lords).
- T2: *Ok Zemene Mesafint eh. What does Zemene Mesafint mean?*
- S: *Zemene Mesafint started in seventeen-sixty-nine.*
- T2: In seventeen-sixty-nine it started and when it last ended?
- S: It ended in seventeen-seventy-one.
- T2: *Seventeen-seventy-one? Eighteen-fifty-five. What are the major features of Zemene Mesafint? What are the major features of Zemene Mesafint? What are the major features of Zemene Mesafint, hi? Zemene Mesafint was characterised by. Ok Yeroo darbe ilaalleerraam; haaraa miti. Isuma yeroo darbe ilaalle sana.* (We saw it last time; it is not new. It is what we saw last time). (P. 226, lines 1-14)

The extract above vividly shows that the teacher gave instruction and permission in Oromo and asked revision questions in the TL. The data also reveal that T2 did not rush into using local languages before exhaustively giving chance to students to try the answer. Then, the students started giving short answers in the TL. However, there is a fear that using students' MT at the start of the lesson may motivate the students to use the local languages throughout the lesson.

In the next example, the way T2 tried to motivate students to show their participation also does not indicate the use of the TL.

Extract 4

- T2: *Barreessuu dhiisiitii warra kaanii wajjin yaada kee wal qabsiifadhu* (Stop writing and discuss your ideas with others.)Extend your ideas clearly, don't afraid. Ok *[giruuppii] kana keessaatii luukiirratti barreessitee situ ka'ee ibsa booda* (Ok, in this group you will write what the group discusses and report to the class.) *Isuma kanaan dura ummattoota kibba Itiyoophiyaa jettanii maal, maal jettanii barattan*

jechaadha wanta biraa keessa hingaltan itti dabaltanii. (It is what you learnt about south nations and nationalities that you learnt earlier you don't include other topics.)
Asiis jedhaa (Here also try it.) *Yaada keessan wal jijjiiraa oluma kaasaatii rakkoo hinqabuu Oromiffaanis yoo ta'e Ingiliffaan kan dandeessaniin,* (no matter speak loudly and exchange your ideas, no matter if you use Oromo English or any language you can). (P. 227, lines 53-58)

In the above extract, the teacher tried to encourage students to make active participation in the group discussion by freeing them to use any language. This implies that the teacher did not take into consideration that it was an EMI class.

4.3.3.3 Analysis of Data Related to Help from T3

The analysis of the lesson transcripts of T3 shows that he tried to help students answer in English though some problems were identified as indicated below:

Extract 5

T3: *Who can tell me the four seasons, eenyutu natti himuu danda'a? Who can tell me the four seasons? (Translated by T3).Arfan isaanii eenyutu natti hima, waqtiilee arfanuu, anyone? (Who can tell me the four of them, the four seasons, anyone?) --- Birraa. (Autumn) ISHI, (ok) Ingiliffaan eenyutu natti hima? (Who can tell me in English?) Who can tell me? Ihi, natti himuu barbaaddee, hii... (Ok, do you want to tell me?) ABET, ABET... (...yes, yes...interrupted the lesson because he was called by someone from outside). ISHI (ok)bona (winter), ganna (summer), birraa (autumn), arfaasaa (spring) jedhameera. ISHI, who can tell me, namni biraan namni yaalu?*

(Another student who can tell me?) *ISHI, mee ofiin jalqaba*, summer. (Ok, let me start myself, summer).

S: *Autumn*

T3: *ISHI (Yes)*

S: *Winter*

T3: *Winter*

S: *Spring*

T3: *Spring, ISHI (Yes)*

S: *Summer*

T3: *Summer, ok this is isaan kunii iddoo kanatti arfan isaaniyyuu sirriitti argamu*

(summer, ok this is, these are the four of them are found here). (P. 238, lines 100-117)

As indicated in the extract, the teacher helped the students translate the four seasons into English. The Oromo version of the students' answer was put in the order of winter, summer, autumn and spring. However, the English version was put according to the occurrence of the seasons, i.e., summer, autumn, winter and spring. From this, it can be suggested that when students match the translation, they consider that *bona* (winter) is summer, *ganna* (summer) is autumn and *birraa* (autumn) is winter. Thus, such kind of shifting language is believed to mislead the learners.

Furthermore, the way the teacher used the local languages does not seem helpful to students as the next extract shows:

Extract 6

T3: *Three, very good. Who can tell me? Mention them please. Mee ibsimee eenyudha, hii, hii, eenyudha?* (Please explain, what are they, yes, yes what are they?) *Let us*

*consider this one as a globe (sketching on the blackboard). This is equator, zero degree; this one is line of Cancer twenty-three and half degree; this is line of Arctic, Arctic Circle sixty-six and half degree; this one is line of Capricorn twenty-three and half degree and also this is sixty-six and half. Ok what is this area who can tell me? **Maal jedhama** (What do we call it?) The rate? **Kun sarara mudhii lafaati kanaafi kana gidduu iddoon jiru addunyaa irratti maal jedhama?** (This is the line of equator, what do we call the place found between this and this on the globe?)*

S: *Temperature zone*

T3: **Hii, hii?** (Yes, yes?)

S: *Temperature zone*

T3: *Temperature zone, ok **maaltu, naannoo maaliitiinimmoo waamna?** (...which name is given to which area?)*

S: **Boquu lafaa** (The head of the earth, which is not clear). (P. 236, lines 49-59)

As indicated in the quote, the teacher wanted to make the question clear by reverting to students' MT. Explaining the lesson for the second time in English, he repeated the question in Oromo and gave turn in Oromo. However, the student gave answer in the TL as it should be. Surprisingly, the teacher turned back to Oromo after repeating the student's response in English without encouraging the student to continue in the TL.

4.3.3.4 Analysis of data related to help from T4

T4 always starts lessons in the TL. When he does so, it seems that he intended to use it throughout the period because he speaks in English even when students attempt to switch to Oromo. The next extract makes it clear:

Extract 7

T4: Why, why, why they conflict each other? Do you remember?

S: *Zeyilaa [Tireed Ruutii] qabachuudhaaf* (To control Zeila Trade Route).

T4: What, what, say it again.

S: *Zeyilaa [Tireed Ruutii] qabachuudhaaf* (To control Zeila Trade Route).

T4: To control Zeila Trade Route. (P. 263, lines 4-8)

In the second turn, the teacher asked the student in English so that he would repeat the answer in English. The way the teacher treated the student's response indicates that he was not encouraging the student's use of the local language. The teacher's last turn depicts this reality as he interestingly translated the student's answer from Oromo into the TL. However, T4 was not observed giving more encouragement the way it is indicated in the example above. Rather he was observed encouraging them to speak in any of the three languages they could. See extract below:

Extract 8

T4: *Afaan Oromiffaanis, Amaariffaanis, Ingiliffaanis, sadanuutiinuu nidandeessu.*

(You can use Oromo, Amharic, English or the 3 of them). *Maayinni kaka'umsa akka Oromoon baballina Oromoo kana fide? Maayinni rakkoonsaa maal ta'a lafa dhalatetti hafeera yoo ta'e?* (What motivated Oromo expansion? What was the problem what if they remained on the land they were born?) *Gaaffiin koo kanadhaam?* (My question is this). *Maal salphaadhawoo kun, maal yaaduma mataa keessanii hinlaattanii?* (This is very simple, why don't you give your own suggestion?) LERASACHIHU IKO NEW. (It is for you). YEMESSELACHIHUN

HESAB MESTET TICHILALACHIHU. (You can suggest what you feel). WEDE
IWUNETAW BOHUWALA INMETALEN. (We shall come to the truth later).

S: *Ilaa* (Here).

4: ABET, MAMUSH (Yes, Mamush).

S: *Lafa baballifachuudhaaf* (It is for territorial expansion). (P. 268-273, lines
142-150)

Then, the students continued giving answers in Oromo because they were licensed by the teacher to do so. Besides, the teacher was observed highly dominating the class speaking in the three languages alternately let alone helping students use EMI.

To conclude, it is clear that learners use the TL if teachers do so, and this will create an opportunity for students to produce comprehensible output and negotiate meaning by interacting with their teacher and peers (Schweers, 2003, p. 35). However, what is being practiced in the two schools does not imply that the classrooms are English-medium classrooms, as students are not encouraged by teachers to use the TL and get a chance to practice it. In connection with this, Dalton-Puffer and Smit (2007, p. 9) report that school subjects are language classes, though the label *language classes* has been traditionally restricted to classes in which a first language (L1) or second or foreign language (L2) is both the designated subject and the content of interaction. Therefore, the teachers are expected to treat the students in such a way that students can feel that using the TL is mandatory in the subject area classes.

Literature indicates that content area teachers should take the responsibility for teaching language in English-medium classes because English teachers cannot teach all the language skills which learners need for learning subjects (MoE, 2005, p. 24) though the main objective

of content area teachers is to teach contents of their respective subjects. For example, Ortner (2003, p. 22) claims that to develop the vocabulary required for academic work and to provide background information that will fire students' imagination and creativity, content area teachers should play a role which was not observed in the targeted teachers' classes.

Concerning lack of awareness, Clegg (2005, p. 53) uncovers that most African teacher educators have not been orientated to training teachers to teach subjects in L2. He adds that to alleviate the problem, teacher educators should make this issue central to the training of teachers. In line with Clegg's studies, it could be suggested that secondary school teachers need to be aware of their responsibility to consider content obligatory language besides teaching their respective subjects. In relation to this, a study in a Dutch secondary school revealed that teachers focus on the content to be taught to such an extent that they paid little attention to students' language, and their share in the interaction (Snow, 1998, p. 255). This is, generally, not so because teachers would not want to offer language-sensitive content instruction; rather it may be because they have not been made aware of how to do it. The same thing was observed in the present study. Therefore, the researcher reserves himself from blaming content area teachers for the failure to help their students. Rather, he believes that lots of awareness creating jobs have to be done around this area.

The other issue the data reveal is that the teaching of language is not only the work of English teachers but it is also the work of content area teachers. Had the teachers implemented what they suggested, it would have gone in line with Stubbs (1992, p. 17) which reports that all teachers are English teachers and every lesson is an English lesson where English is used as the MoI. However, as the respondents suggested, they could not put it into practice due to lack of time. In response to the teachers' lack of time to teach the key

terms listed in students' textbooks, one can strongly argue that if students learn the key terms before they start the new units, it would minimise teachers' and students' use of code-switching, which might take more time while shifting from one language to the other.

It is clear that the primary focus of content teachers is on teaching content matter but increasing students' awareness of the linguistic features, such as vocabulary, is also found important because paying attention to vocabulary has a more direct influence on learning both the language and the content matter (Marsland, 1997, p. 36; Kuoppala, 2010, p. 28).

To improve students' language proficiency, language teachers should work in collaboration with content area teachers as they (as language teachers) should shoulder more responsibility. Clegg (2005, p. 52) citing Cummins (2000) argues that English can be used as MoI if English language teachers teach students the language needed to learn subjects. However, referring to the same source, he points out that in Africa or elsewhere, English teachers do not do so except teaching grammar and general purpose English. Clegg (2005) adds that teachers can use EMI if content area teachers teach subjects using a specialist language-supportive pedagogy that makes subject concepts acceptable expressing his fear that this is not a habit in Africa (p. 52).

Thus, from the findings of the data and the existing literature, one can imagine that the inefficiency of students and teachers rests on lack of awareness to use the methodology of using the TL in classrooms, which highly refers to curriculum designers, and teachers who are role players in implementing the curriculum.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The aim of this study was to investigate students' and teachers' use of English as the medium of instruction, by employing mixed methods design and collecting data using questionnaire, interview and classroom observations. This chapter summarises the major findings that emerged from the analyses of the data collected for the study. Based on the major findings, the chapter draws conclusions of the results and forwards recommendations to the stakeholders.

5.1 Summary of the findings

The focal point of this classroom research was to investigate a selected sample of teachers' and students' use of EMI at two secondary schools in Nekemte town. The investigation revolved around three basic research questions which were organised under three major categories: the proportions of students' and teachers' use of the TL in EMI classes, the reasons for students' and teachers' code-switching to the local languages and the help History teachers and Geography teachers offer students to improve their oral practice of the TL.

For the collection of the necessary data, three instruments were used. The first and the major data source was classroom observation that required observing 20 Geography and History classes among which 12 lessons were audio and video recorded. The second data collection instrument was students' questionnaire, which involved 120 Grade 9 students, and the third

was teachers' interview in which 4 teachers whose classes were observed took part. Before the data for the main study were collected, the questionnaires and the interview guide were pilot tested. Based on the lessons gained from the pilot study, some amendments were made to the instruments (see section 3.6.3).

For the analysis, the data were divided into two: quantitative and qualitative. The quantitative data were analysed from parts of the three data sources that are related to the quantitative data. The qualitative data were analysed from parts of teachers' interview transcripts and the 12-recorded lesson transcripts.

The data which are related to the amount of students' and teachers' use of the TL in relation to the local languages were seen from two perspectives. The first perspective was the importance of using the TL in History and Geography classes, and the second perspective was based on estimates of the subjects' use of the TL in relation to the local languages.

1. The study found out that the subjects have a positive perception about the importance of using the TL as MoI in History and Geography classes. The reason for this positive perception is that, on the one hand, it improves students' practice of the TL and, on the other hand, it is a global language. Accordingly, student respondents estimated that teachers speak the TL more than 80% of the class time, and more than 75% of the students use the TL more than 10% of the class time. However, the estimate of the respondents was not supported by the lesson transcripts data which show that teachers' use of the TL is 65.8%. This result does not go in line with what Wolfaardt's (2005, p. 2366) study has put as the expected standard (80%). However,

as indicated in the literature, this discrepancy might result from the context in which Wolfaardt's study and the present study were conducted.

However, the data from the lessons transcript indicate that the teachers spoke the TL and the local languages 62.2% and 29.3% of the class time, respectively. That means the teachers spoke both the TL and the local languages, 91.5% of the total class time and students spoke 3.6% and 4.9% of the class time, respectively, which amounts 8.5% of the total class time. This indicates that there is a great discrepancy between what the subjects reported they do and what they actually do.

2. There are several reasons for the subjects' code-switching in EMI classes. For example, the finding indicates that students switch code because they are not proficient enough to use the TL and because they believe that the lesson would not be clear unless they use the local languages. It also shows that the subjects revert to MT to ask questions and permission, and talk to friends. Teachers switch to the local languages because they consider that students do not understand what they teach unless local languages are used. Furthermore, the data depict that teachers sometimes switch code to students' MT because they are accustomed to it and because they themselves lack proficiency in the TL.

The findings from the lesson transcript data indicate that teachers use question shift to students' MT intentionally or unintentionally. The intentional shift of question occurs when teachers ask students in English, give them time to think, and try to answer in English. The unintentional shift occurs when teachers ask in English and then shift the question again to MT but they themselves answer the question without giving the students a chance to try it.

The second reason for the subjects' code-switching is done for clarification purposes. This strategy is sometimes used meaningfully in that it makes clear what would be unclear if only the TL is used. However, the findings indicate that teachers revert to local languages not only because they think that students have not understood what they learnt but also because teachers are accustomed to it, which, as a result, encourages students to speak in the local languages ignoring the TL.

The third reason for the subjects' code-switching, is performed by teachers to increase students' participation. In this case, the teachers were observed presenting the lessons in the TL and then asking students in local languages.

The fourth category shown in the data as a reason for code-switching is reiteration which was highly performed by teachers. The data reveal that teachers use the strategy of explaining in English and repeating the same concept in one or two local languages which might be one of the reasons for the subjects to be in short of time to recognise the language aspects of their respective subjects.

The fifth reason for the subjects' code-switching is floor-holding, which is mostly performed by students. It was found that when teachers ask students in English, students frequently answer in Oromo or in Amharic to maintain flow of communication. It is very difficult to locate the areas where teachers switch code for floor-holding purposes because, in most cases, they revert to local languages under the pretext of assisting students.

The last category of code-switching was used by the teachers for confirmation purposes. This strategy is used when teachers want students to repeat in MT what was

said in the TL. This type of confirmation would lead students to give answers always in local languages instead of answering in English and then translating it into local languages.

3. The respondents reported that History teachers and Geography teachers attempt to help students use the TL during classroom interactions. The results of questionnaire and interview responses also show that teachers give students a chance to practice the TL and encourage them to speak using it, as it is also their concern. It was also found that History teachers and Geography teachers give their students class activities and tell them to report in the TL as it improves their oral practices. The findings of the two data sources further indicate that teachers take several measures to improve students' use of the TL. Some of them are:

- when students ask in Oromo the teachers repeat the students' question in English and then continue speaking in English.
- they ask students some difficult words from the list given and teach them.
- they motivate students to speak in English whether it is broken or not.

However, the data uncover that it is difficult to teach the key terms given in students' textbooks and give group activities sufficiently because of lack of time and awareness.

The findings from the two data sources also indicate that students' oral proficiency might improve if teachers frequently give them the chance to do classwork and homework and report it in the TL. Similarly, students can improve their oral communication skills if teachers themselves use English and be role models for their students.

Contrary to the subjects' self-report, the findings of lesson transcripts data show that though teachers try to make the concept clear through shift of language, they were not observed teaching some key terms, which are believed to be obstacles to students' vocabulary development. Teachers simply take words from the TL, make some morphological changes, and use them in the local languages. They try to help students understand some words through direct translation. However, the researcher discovered that teachers do not care for the order of words translated so that students can match the words and identify which word goes with its appropriate translation. Therefore, the ways teachers translate the TL into local languages sometimes are not helpful for students' understanding of the subject matter as well as for the development of their knowledge of vocabulary.

Contrary to the questionnaire and the interview responses, the lesson transcripts data also show that teachers do not encourage students to use the TL; rather they tend to motivate students to use the local languages. Even, there are situations where teachers turn back to Oromo after repeating the students' responses in English. Some teachers open the daily lesson in local languages.

In general, the real application of teachers' help of students to use the TL is not satisfactory as they encourage the students to use any language they like during classroom interaction. Based on the summary of the major findings, the following conclusions were made:

5.2 Conclusions

The focus of the major findings revolved around three themes. The first was the proportion of students' and teachers' use of the TL in relation to the local languages (RQ1). The second was the reasons for which students and teachers switch code in EMI classes (RQ2). The last

one was the effort History teachers and Geography teachers make to help their students use the TL (RQ3).

1. The objective of the first research question was to find out the amount of students' and teachers' use of the TL in Geography and History classes. The results indicate that students have a positive perception of the use of EMI; however, they use it to a limited amount (3.6% of the class time). Even though the amount of the use of the TL cannot and should not be the same in different contexts because of social, economic and political factors, there might not be a standardised rule for the amount of the use of the TL. However, from the findings, it might be concluded that students' use of the TL is extremely limited.

In the contexts where teachers and students do not have any exposure to the TL except in the classrooms, like that of Ethiopia, teachers' use of the TL only to the amount indicated (62.2%) seems satisfactory though it lags behind the expected amount of the class time (80%) to be used. This is because the teachers have not been (Clegg, 2005, p. 53) trained in such a way that they can teach their subjects through the TL. However, what should need more consideration is teachers' share of the class time (91.5%), which implies that students could not get chance to do different classroom activities and practice the TL because the class is teacher-dominated. Thus, it could be concluded that if teachers in the targeted high schools continue using the class time dominantly by excessive use of local languages (29.3% of the class time), students may lack someone who initiates them to use the TL and no doubt, English will totally leave its place for the local languages.

2. For the one who critically sees, the ways the subjects use code-switching may raise questions like, “if students switch code to local languages when they ask and answer questions, when they ask permission and when they talk to friends, when do they use the TL?” The other issue to be raised is if teachers shift code when they feel that students have not understood what they learned and if students need shift of language throughout the class time, when do they use the TL?

The lesson transcripts analyses results show some problems of shifting from the TL to the local languages. For example, it was discovered that when students use code-switching within a sentence, it affects their pronunciation of words of the TL. Therefore, it could be concluded that shifting to local languages might make the question clear for students and may initiate students to give answers. However, such continuous shift of languages undoubtedly reduces students’ motivation to use the TL.

The results also show that teachers use MT when they give students instruction to do classwork. Thus, one can conclude that using MT in such situations makes clear what students are going to do though there is a fear that it initiates students to discuss in MT throughout their group discussion following their teachers’ footsteps. However, we cannot deny the meaningfulness of some switching, for example, when teachers ask questions in the TL and then shift to MT realising students’ inefficiency to answer the question.

Students use code- switching for floor-holding purposes because they are not confident to speak in the TL and/ or face lack of vocabulary. Thus, it could be concluded that when students face problem of communication due to lack of terminology or

otherwise, teachers should help them through negotiation or address the question to other students and let them try instead of rushing into using the local languages.

3. Students' and teachers' view of teachers' help of students to use the TL indicate that teachers encourage students to use the TL by giving them classroom activities and let them report in the TL. The lesson transcripts data also indicate some trials made by a few teachers. The problem is that even, these teachers could not give students time to report to the class, which might give them a chance to try the TL.

It is true that teaching the key terms that are found in students' textbooks is important and is the duty of History teachers and Geography teachers. However, teachers could not implement it due to lack of time. Therefore, it could be suggested that if students learn the key terms before they start the new unit, it will minimise teachers' and students' use of code-switching, which may take more time while shifting from one language to the other.

The result shows that one of the ways teachers can help students is encouraging them to use the TL inside and outside classrooms. However, teachers were not observed doing what they suggested even in the classrooms. Thus, it could be concluded that even though teachers have a positive perception of the improvement of their students' language proficiency, they do not attempt to put it into practice due to the issues raised above. From the conclusions forwarded so far, the following recommendations were drawn:

5.3 Recommendations

As students have little opportunity for exposure to the TL outside the classroom and teachers are normally the only expert users of the TL, they should maximise students' use of the TL in class in order to provide them a rich environment to practice the TL (Chaudron, 1988, p. 121). However, the study results show that the targeted teachers rarely implement what is indicated in the literature.

1. Students use the TL in a limited amount (3.6% of the class time) as compared with that of their teachers which amounts 62.2% of the class time. Teachers' use of the TL (62.2%) seems satisfactory even though it is not as much as what Wolfaardt (2005) proposed (80% of the class time) as a standard. It is undeniable that the amount of use of the TL cannot and should not be the same in different contexts because of social, economic and political factors. However, from the results indicated above, it could be recommended that subject area teachers should give their students the chance of practicing the TL instead of dominating the classroom talk themselves.
2. The subjects of the study highly shift language from the TL to MT for different reasons. Skiba (1997, para. 14) warns teachers that they, with greater consciousness, should use code-switching in a systematic way without losing sight the equal need for effective means to develop students' communicative competence in the TL. The results of the present study also show that there is an overuse of the MT in the targeted secondary schools, which has negatively influenced the subjects' use of the TL.

Such continuous shift to the local languages is believed to reduce the students' motivation to use the TL and make them wait for translation into local languages by

not paying attention to the lesson when it is transmitted in the TL (Cummins & Swain, 1986, p. 106; Krashen, 1985, p. 18). In the two schools, students were observed waiting for teachers' shift of language to MT as they could not say anything until teachers start talking in the local languages. Thus, there is a need to recommend that, though the use of code-switching to MT is unquestionable, content area teachers should try to be models for their students to use the TL in classrooms.

3. With regard to teachers' help of students, the results show that History teachers and Geography teachers give students little help to improve their use of the TL. However, the literature indicates that content area teachers should take the responsibility for teaching language in English-medium classes because English teachers cannot teach all the language skills which learners need for learning subjects (MoE, 2005, p. 24). In fact, the main objective of content area teachers is to teach contents of their respective subjects as it should be. However, it is to claim that because the opportunities provided in the language classes are just not enough to develop proficiency in all the skills of English, students need all the possible support they can get from the content area teachers to practice the TL. For example, to develop the vocabulary required for academic work and to provide background information that will fire students' imagination and creativity, content area teachers should play a role (see Ortner, 2003, p. 22). Therefore, it is justifiable to recommend that History teachers and Geography teachers should feel responsible for their students' TL improvement and help them through negotiation instead of changing the classroom atmosphere to education through MT.

It is also worth extending the recommendations to English teachers. The study shows that students and teachers are not competent to use the TL as required because primary school English teachers always use MT to teach English itself. The researcher himself could informally observe that English teachers at the two secondary schools frequently use MT when they teach English. Thus, it could be recommended that a lot is expected from primary school English teachers to prepare students to use the TL when they join high schools. Furthermore, secondary school English teachers are highly recommended to be role models for other teachers to take part in students' oral English improvement.

Many teacher trainers (e.g., Wright & Bolitho, 1993, p. 295; Berry, 1990, p. 99 & Cullen, 1994, p. 164) agree that teachers whose first language is not English often feel insecure about many aspects of the language they use in the classroom. They suggest that only a well-planned training programme, which incorporates both the language improvement and the methodology components, can fill this sense of insecurity and inefficiency.

In the Ethiopian context, there have been a number of teacher training programmes launched to improve teachers' use of the TL. For example, as part of the Federal Government of Ethiopia's initiative in enhancing the use of English language throughout the country, the English Language Improvement Programme (ELIP) was launched in 2002 (MoE, 2004, p. 1). The respondents commented that English language improvement programmes that started in the past should continue to enable them to use the TL effectively. Therefore, it is justifiable to recommend that sufficient and intensive trainings and workshops that equip content area teachers with the use of EMI are crucial.

Finally yet importantly, it is desirable to recommend some areas that need investigation. One of these is exploring to what extent primary school and secondary school English teachers use EMI in English class itself. It is felt that such studies can pave the way for the improvement of TL use in schools. Furthermore, it is justifiable to recommend that a nationwide survey study is important to investigate to what extent students and teachers use EMI at the transitional grade (Grade 9) and seek a comprehensive remedy for the inefficiency of both teachers and students in using the TL.

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APPENDICES

Appendix A

The number of words spoken per language

The table indicated below shows the words used by the four teachers and their students in classrooms during the observations.

Number of words used and time elapsed by the subjects in the two schools

Min	Subjects	English		Oromo		Amharic		Total	
		Words	%	Words	%	Words	%	Words	%
36	SS1	132	3.5	7	0.2	-	-	3679	96.3
	T1	3540	92.7	139	3.6	-	-	139	3.7
35	SS1	208	5.4	33	0.9	-	-	241	6.3
	T1	3295	85.3	326	8.4	-	-	3621	93.7
38	SS1	325	10.1	200	6.2	-	-	525	16.3
	T1	2394	74.4	297	9.2	-	-	2691	83.7
109	Total	9894	90.5	1002	9.5	-	-	10896	100
35	SS2	41	1.4	103	3.5	-	-	144	4.9
	T2	1062	36	1649	56	90	3.1	2801	95.1
34	SS2	9	0.3	345	10.4	70	2.1	424	12.8
	T2	1362	41.2	1397	42.3	121	3.7	2880	87.2
37	SS2	238	9	27	1	-	-	265	10
	T2	1866	70.7	495	18.7	15	0.6	2376	90
106	Total	4578	52.9	4016	43.9	296	3.2	8890	100
40	SS3	262	6.7	188	4.8	-	-	450	11.6
	T3	2784	71.6	652	16.8	-	-	3436	88.4
38	SS3	32	1.6	37	1.3	-	-	69	2.5
	T3	2128	76.9	553	20	16	0.6	2697	97.5
39	SS3	60	1.8	23	0.7	-	-	83	2.5
	T3	2452	73.1	806	24	13	0.4	3271	97.5
117	Total	7718	77.2	2259	22.5	29	0.3	10006	100
30	SS4	18	0.7	82	3.3	-	-	100	4
	T4	1559	63.3	731	29.7	74	3	2364	96
34	SS4	9	0.3	345	10.4	70	2.1	424	12.8
	T4	1362	41.2	1397	42.3	121	3.7	2880	87.2
36	SS4	72	2.1	385	11.4	45	1.3	502	14.8
	T4	676	20	2012	59.6	187	5.6	2875	85.2
100	Total	3696	42.5	4952	52.2	497	5.2	9145	100
Grand T.		5886	65.8	12229	32.1	822	2.1	38937	100

Appendix B

The transcription symbols used

The following symbols are representations used for the analysis of the lesson transcripts of the four teachers (T1, T2, T3 and T4). The codes of the teachers are the same in the analysis of both the lesson and the interview transcripts.

Double dots /.../ = Interruption

() = Comments given by the observer

Italic bold = Oromo

UPPER CASE = Amharic

T1 = Biftu Nekemte Secondary School Geography Teacher

T2 = Biftu Nekemte Secondary School History Teacher

T3 = Derge Secondary School Geography Teacher

T4 = Derge Secondary School History Teacher

S = Student

SS= Students in chorus

[] = English pronounced as Oromo

I = Interviewer

Appendix C: Lesson transcripts

The transcripts of six Geography lessons and six History lessons, totally twelve lessons, are appended as follows. In all cases, the medium of instruction is believed to be English.

Lesson transcripts of T1

Lesson I

School Name: *Biftu Nekemte High School*; **Date of Observation:** *03/05/11*; **Duration:** *36 Minutes*

1 T1: Well ah I think in our previous class ah we started to see the climatic division or zonal

2 division of eh the world. So, as we have said in our previous class we shall find the world

3 into how many zones, how many regional zones?

4 SS: Three regional zones.

5 T1: Three regional zones. What are there? The first one is that is?

6 SS: Tropical zone.

7 T1: Tropical zone, tropical zone. Tropical zone is the zone found between the two tropics,

8 yes. The two tropics means tropic of Cancer and tropic of?

9 SS: Capricorn

10 T1: Capricorn, Cancer in the North and Capricorn in the South. And the second zone, the second

11 zonal division of the world is?

12 SS: Temperate zone

13 T1: Temperate zone. That is temperate. Temperate zone which is found between, it is the

14 transitional gap between tropical zone and the Frigid Zone the transitional gap between

15 tropical zone and the Frigid Zone and it's found latitudinally between twenty-three and half

16 degree north up to sixty-six and half degree North and South of the equator. So, eh

17 especially you know I tell you, you learn their climatic character, vegetation, animal life,

18 wildlife, human activity and the like. So, if that is, our last portion of our previous class is

19 that the two sub-division of temperate zone. Temperate zone by itself is classified into two

20 sub-division, is it not, sub-division, other smaller division, other smaller division. Then what

21 are the two main divisions of temperate zone.

22 SS: Mediterranean Region and Coniferous forest Region.

23 T1: Mediterranean Region and

24 SS: Coniferous Forest Region,

25 T1: Mediterranean Region and Coniferous Forest Region; Mediterranean Region and Coniferous
26 Forest Region. You know the characteristics of Mediterranean Region in case of its climate
27 multiple I think it is it have got rainfall when, at summer or at winter?

28 SS: At summer

29 T1: In winter, in winter. But in summer it is dry and offshore. Offshore wind means that the
30 wind that causes dry air condition that not moist that in winter the rainfall come from
31 onshore wind. Onshore means the wind that brings moist- moist air that gives rainfall in a
32 given area. And you know that a Coniferous forest means that the name confers means
33 derived from the conifer trees. And you know conifer trees are the trees that are uniformly
34 found in Coniferous forest region especially in temperate zone. This Coniferous forest region
35 is especially characterized by covering coniferous trees, by conifer. These trees or those trees
36 I think they are long, tall have History for I think are used for lumbering, for lumbering, for
37 lumbering activity and the like. So this is our previous class but today we directly jump to
38 the second third and the end zone of the world division. Then, Frigid Zone means that so I
39 think that the Frigid Zone have different names. It has different names, it has different
40 names; it has different names. For example, the first name is Frigid Zone by itself. The first
41 name of the Frigid Zone is the Frigid Zone by itself. Then, the second one is cold zone, you
42 can say cold zone. When we say cold zone it is the Frigid Zone. For example, when we,
43 when I start from its location, ah it is located between sixty-six and half degree up to ninety
44 degree North and South, North and South. Then ah starting from its latitudinal location, we
45 said this region is the Frigid Zone; especially, on map, on a glob like the first zone is we said
46 this zone,

47 SS: Tropical zone.

48 T1: Tropical zone; between the two tropics. Then, the second zone, the second zone?

49 S: Temperate zone

50 T1: Temperate zone. But this area, this area in hemispheres, southern hemisphere, this area is
51 termed as the Frigid Zone. It is found in the highest latitude. Then, because of this we said a
52 cold zone because it is far away from overhead, overhead,

53 S: The sun

54 T1: Overhead the sun. Because the sun is always the apparent movement shift of the sun did not
55 come from the two tropics, from the two tropics. That means the sun is not come out of the
56 two tropics, eh from the two tropics when it made apparent movement or apparent shift. So
57 due to this factor we say cold zone. Then, another name of this zone is high latitude zone or
58 high latitudinal zone, high latitudinal zone, because it is found in the high latitude. In the

59 high latitude means that from the centre that zero degree equator, it is found in the high
60 latitude We said around the equator, it is the low latitudinal area, the low latitudinal area.
61 But we said the latitudinal zone. And the other name of Frigid Zone is polar zone. These are
62 an other name for Frigid Zone because they are found between the two poles around the two
63 poles. You know polar area, northern and South Pole, around the northern and southern tip
64 of pole; northern and southern tip of pole. Due to this factor we say a cold zone, a high
65 latitudinal zone, and a polar zone. These are its names. Then, how about its natural
66 vegetation? Or especially, before directly go to the natural vegetation, in northern
67 hemisphere, you know, in northern hemisphere, the polar zone or the Frigid Zone, the Frigid
68 Zone divided, into two sub-regions, into eh two sub-regions. These are the first one is the
69 first sub- region of especially I said in the northern hemisphere don't forget. Not in the
70 southern hemisphere. Because the southern hemisphere polar area did not divided into two
71 sub-regions. But only the northern hemisphere, the northern hemisphere polar zone divided
72 onto two sub regions. The first one is tundra, tundra region, tundra. That means tundra,
73 tundra region, tundra region and the second is the second sub- division, of the polar zone in
74 the northern hemisphere is ice-cap region, icecap region that is ice-cap. Icecap region you
75 know the meaning of ice. What is that? Yes, that is , the icecap, the ice covering the area.
76 That is ice cap region. So, in northern hemisphere we said the Frigid Zone or the polar zone
77 divided into two sub-regions. The first is tundra the second is polar ice- cap. Then we see
78 them one by one. That is the first zone that is tundra, tundra region. You know tundra region
79 is the first sub-division of the northern hemisphere eh it is, I think it is a transitional between
80 you know a transition. What does it mean by transition?

81 S: Transfer.

82 T1: Transfer or a transitional gap, It is a transitional gap between, between coniferous or conifer,
83 coniferous forest region and the, eh other region is I think the ice cap region, the ice cap
84 region, the ice cap region. That means it is a transitional gap between coniferous forest
85 region, you know the coniferous forest region is we said that means in temperate zone we
86 said temperate divided into two sub regions that is Mediterranean and coniferous forest.
87 That means Mediterranean here then the coniferous forest here, conifer. Then when we say
88 tundra, this area tundra, this, this transitional gap that shifts the transitional gap between ice
89 cap and conifer that means it is in the middle of icecap and ah tundra ah coniferous forest
90 region it means. So this is that (silence for 11 sec). Ah ok the transitional gap between
91 coniferous forest and icecap regions, icecap is that. So I think this is the location of eh the
92 tundra. Then it is found only in northern hemisphere, found only in northern hemisphere,

93 northern hemisphere. It is it is between this tundra region means that the tundra is this gap it
 94 is found only in the northern hemisphere. We doesn't found tundra in,
 95 SS: Southern hemisphere
 96 T1: In southern hemisphere. We doesn't found tundra in southern hemisphere because it is only
 97 found in the northern hemisphere. We said these divisions these divisions are only in the
 98 northern hemispheres not in the southern hemisphere because the division that means tundra
 99 and coniferous forest region is not found in the northern hemisphere. That indicate they
 100 found only in northern hemisphere. So, due to this factor we said tundra found only in
 101 northern hemisphere especially, around North America, Europe and
 102 SS: Asia
 103 T1: Asia, and Asia, and Asia. So, eh these are the location the relation, the location, the location
 104 of tundra region. So this is that. Then the ten degree isobar, you know what is isobar? I said
 105 in our previous class isotherm line and isobar line and the like. What does it mean by
 106 isobar? Isobar means?
 107 S: The distance between latitudinal lines.
 108 T1: The distance between two consecutive latitudinal lines that joining what, areas, with
 109 different areas having the same temperature or the same air pressure?
 110 S: The same temperature.
 111 T1: The same raise your hands, please, raise your hands, raise your hands. Well, the same, the
 112 same, temperature. That is thermo isotherm. How about isobar, how about isobar?
 113 S: The distance between
 114 T1: The distance between
 115 S: Air pressure.
 116 T1: Yes, the distance between air pressure or the line that joining different areas having the same
 117 air pressure. That is known as isobaric line, isobaric line. So, for example, eh isothermic line
 118 is that in the case of tundra region, the ten degree, the ten degree isotherm our isothermic
 119 line, isothermal line in the southern boundary, the southern boundary of tundra. What does
 120 it mean by what is the meaning of this I think this term what is the meaning of this term?
 121 The ten degree isothermic line is the southern region or the southern boundary of tundra
 122 region. When we say like that what does it mean that? *Yee, maal jechuudha? Yeroo ten*
 123 *degree isothermic [laayiniin] boundary tunduraa [riijiniiti] jennu, maal jechuudha?*
 124 That means the southern end. That means we said tundra is found only in the northern
 125 S: Hemisphere

126 T1: In northern hemisphere. But the southern end of the tundra region, the southern end of the
127 tundra region is how many degrees isothermic line, how many degrees of isothermic line?
128 Eh raise your hand. The southern end of the tundra region in northern hemisphere is found
129 how many degrees isothermic line? That is what I have write on the blackboard? That is,
130 SS: Ten degree.

131 T1: Yes,

132 SS: Ten degree,

133 T1: Ten degree, ten degree means that we said this southern is not found in the southern
134 hemisphere. This implies not the southern hemisphere. It is in zone, in the zone of Northern
135 Hemisphere but the southern ending, the bottom ending means that. Or the bottom end of
136 the tundra region that is the ten degree isothermic line is that. So, the Frigid Zone is the sun
137 is not seen above horizon. In Frigid Zone, in Frigid Zone the sun is not seen above horizon,
138 above horizon. Eh that means we can't see the sun for many months in tundra region over
139 horizon. You know horizon means. *Maayinni [horiizooniin]*, what does it mean?
140 *[Horiizoonii] jechuun maal jechuudha?* What does it mean by horizon? Eh, horizon
141 *jechuun maal jechuudha?*

142 Try no matter.

143 S: Line that can be seen horizontally.

144 T1: Horizontally. Ok another, another, another, that means it is ok. What is the meaning of the
145 whole sense? That means ah in Frigid Zone we haven't seen the sun for many months above
146 horizon. You know horizon means that the place or the ending where the sky and the surface
147 of the earth come to encroach each other. That means the place where sunrise you know
148 sunrise in the morning. Then, in twelve o'clock in the morning local time. Then how about
149 twelve o'clock in the afternoon, the sun become set or rise?

150 S: Set

151 T1: Set, the sun set is that. The sun set in horizon and rising in horizon mean that. That is the
152 horizon. *Bakka aduun lafarraa ol jalqabdu jechuudha. Yookiinimmoo bakka aduun*
153 *samii wajjin walqaqqabaa fakkaattu. Egaa inni akkasii kun horiizonii jedhama.* Then in
154 tundra region most months, especially about eight and above months, the sun did not seen
155 above horizon. Then due to this factor, in tundra region, most months covered by what, by
156 what?

157 S: By flower.

158 T1: By flower, by flower or you know if the sun is not seen above horizon, what happens, what
159 happens if the sun is not seen above horizon?

160 S: Dark

161 T1: Dark, yes. It is always covered dark. In Frigid Zone, in Frigid Zone as most months, or
162 most months covered by dark, dark yes, because the sun is stayed below horizon for many
163 months. Due to this factor covered by dark. *Yeroo, hundumaa dukkana qabu achi*
164 *keessaa?*

165 S: *Dukkana dhabuutiin kan ka'e.*

166 T1: *Dukkana dhabuutiin kan ka'e.* So, *waa'ee kanaatiif naannoon kun [wiinterii] dheeraafi*
167 *[samarii] gabaabaadhaan beekama, keessumatti [wiinterii] dheeraafii ho'aadhaan*
168 *beekama naannoon kun. Maali maali inni sababiin isaa?* Why, why the tundra region is
169 always characterised by long and cold winter, long and cold winter? Because you know
170 cold season is resulted from what? Eh from what?

171 S: Because of the furthness from the overhead sun

172 T1: Yes because of the furthness from the overhead, overhead sun. I tell you on the globe, the
173 sun did not come out from the two tropics. The apparent movement or the apparent shift of
174 the sun did not come out between the two tropics. Due to this factor because, because of
175 slanting angle of sun rays, sun rays, sun rays are slanting angles, slanting angles. You know
176 slanting angles means, slanting angles. The slanting angles means, what is the meaning of
177 slanting?

178 S: Not straight line.

179 T1: It doesn't straight line it means. Did not perpendicular at ninety degree line it means.

180 Slanting means, for example, like it is the origin of sunrise here. Then slanting means it is
181 not in this direction but are slanting like this. Due to this factor, it can be characterised by
182 coldness plus not only by slanting angle of the sun but a few amount of sun rays in tundra
183 region can be reflected by I think snow and ice. Sun rays, sun rays or sunrise reflected,
184 reflected back by snow and ice, by snow and ice cover. What does it mean by snow?
185 *[Isnoowuu] beektuu? [Isnowuun] maayinni?*

186 S: Ice

187 T1: If you know ice, *isnoowu jechuun cabbii jechuudha.* So, eh few amount of sunrise that
188 rising in tundra region can be reflected by snow because snow has a bright light, bright
189 colour. It is bright white colour and reflecting back I think the sun rays. Due to this factor,
190 it can be characterised by long winter plus cold climatic condition, cold climatic condition.
191 So, I think this is characteristics of, climatic characteristics of tundra region. The other is
192 that stars are seen at daytime, stars are seen, or are seen at mid-daytime. Ah you know stars

193 are seen at night in our region, especially in equatorial. We are one of the members of.
 194 equatorial region Then stars are seen at nighttime not at daytime. You know that.
 195 S: Yes
 196 T: *Kan nuti urjoota arginu naannoo keenyaa halkanimoo guyyaadha?*
 197 S: *Halkani*
 198 T1: *Halkanidha jechuudha.* But especially in tundra region stars are seen at daytime. Why,
 199 *maaliif guyyaadhumaan sa'aatii aduudhaa hinba'an naannoo tunduraatti? Sababni*
 200 *isaa maal inni?* What is the reason?
 201 S: Because it is dark.
 202 T1: Because it is dark. Very good, because of its darkness, because it is dark, very good;
 203 exactly. Because of its darkness, because of its dark at daytime because we doesn't seen the
 204 sunrise or the sun above horizon for many months. Due to this factor, daytime is dark in
 205 tundra region. Then, the sun set at daytime. *Guyyaadhumaan urjoota argu jechuudha.*
 206 Then, this is its characteristics. Then twilight is also seen at mid-dark. Especially, eh
 207 twilight, twilight seen at midday also. Twilight is also seen at midday. You know I tell you
 208 the meaning of twilight. Twilight means that it is I think a slight darkness or that is
 209 dominating or that shading the surface of many parts of the surface of the earth before
 210 sunrise and after sunset. You know before sunrise, it is dim-light. Before sunrising during
 211 the morning, *amma akka lafti bariyuuf ka'e akka ganama ta'e maaliin beektuu?* By
 212 what means you know? *Akka lafti ganama bariyuuf ka'e maaliin beektuu,* eh?
 213 S: Twilight
 214 T1: By twilight. That is what twilight?
 215 S: *Ifa arguu*
 216 T1: *Ifa arguu yookiinimmoo booruu barii isa jedhan. Booruu, booruu ganamaa isa lafti*
 217 *dimimmisaa ture* a dim-light before sunset and sunrise. That is the meaning of twilight. So
 218 twilight means it is the slant light is the slant light which illuminate which illuminate many
 219 parts or various regions of the earth, various regions of the earth before sun.
 220 SS: Before sunrise
 221 T1: Before sunrise before sun rising and before sun setting, that is before sunrise and sunset.
 222 You know the meaning of sunrise and sunset. Sun rise at morning or at night?
 223 S: Sun rise in the morning
 224 T1: Sunset is in the
 225 S: Afternoon

226 T1: In the afternoon o'clock 12 o'clock means that in the afternoon. So the exact light is known
227 as twilight. Then, this twilight can be seen at tundra region at midday. Especially, you know
228 what midday means, what is midday?

229 S: Middle day

230 T1: Middle day, ah six o'clock yes local time. That is midday. Then in our case in midday there
231 is the highest temperature of the day. But in the case of tundra region midday in some
232 months in midday twilight can be seen at middle day. So this is the behaviour of tundra
233 region. Then the rainfall at tundra region is at the end of summer rainfall, rainfall at the end
234 of summer and at the beginning of eh autumn, at the beginning of autumn. That means in
235 different areas or in different regions in the other regions, you know most sum for rainfall
236 can be occurred in summer. But in the case of tundra, few rainfall not much rainfall
237 because we said it can be characterised by long winter, long and cold winter. Then short
238 summer or a few summer or a few rainfall can be received in tundra region at the end of
239 winter and at the beginning of, at the beginning of

240 S: Autumn.

241 T1: Autumn. You know the four seasons of Ethiopia that we learned in our previous class. The
242 first one is

243 SS: Summer

244 T1: Summer

245 SS: Winter

246 T1: Raise your hands, winter then the third

247 S: Autumn

248 T1: Autumn, then the fourth, yes

249 S: Spring

250 T1: Spring, spring. Then especially in the case of Ethiopia, summer means the time of rain, the
251 season of most rain. But especially in tundra region, rainfall comes at the end of summer and
252 ends at the beginning of winter not winter at the beginning of autumn. So I think this is the
253 characteristic of tundra region in relation to its climate, its rainfall and the like. Then next to
254 this we see The Natural Vegetation of the Tundra Region. How about natural vegetation
255 covered in tundra region? (Silence for 12 sec). Natural vegetation in tundra, in tundra
256 region. That means the vegetation covered as of tundra region. As we have seen in our
257 previous class especially in the tropical zone, you know the coniferous forest region not
258 coniferous forest region; the equatorial forest region which is covered by, the equatorial

259 rainforest region is always covered by forest. Because it characterised by dense forest and
260 you know rain falls throughout

261 S: The year

262 T1: Rain falls throughout the year. But in the case of tundra region you know its climate is
263 harsh for plants grow. Its climate, its climate is harsh for plants growth. What does it mean
264 by harsh mean? What is harsh for plant growth? Is that to say good or bad for plants
265 growth?

266 S: It is bad for plants growth.

267 T1: Which is bad for plants to be growing in tundra region? Why? What is the reason? Why
268 tundra region have harsh climatic condition for plans to be grown well in that region? What
269 is the reason? Why it become harsh or why it become bad climatic condition? Why?

270 S: Because of it has least heat and low temperature.

271 T1: Because of it has least heat and low temperature and because it far away from the overhead
272 sun and covered by, covered by

273 SS: Dark

274 T1: Not dark, in the case of climate. I said in the case of climate in the case of its temperature, it
275 is covered by

276 S: Flower

277 T1: Flower or raise your hand, flower or you know the case of climate it is far away from
278 overhead sun then it is farthest from the overhead sun then the climatic condition of the
279 tundra region is harsh. That means a harsh climatic condition for plants to be grown well.
280 That harsh climatic condition is covered by cold temperature, yes? It is covered by ice. That
281 is its ice coverage is its cold climatic condition leads the tundra region not suitable for plant
282 to grow well in that region. And in our previous class we said plant did not grow below six
283 degree Celsius temperature. Then we said in tundra region most regions are below freezing
284 point. You know below freezing point it means. The temperature of tundra region is below
285 freezing point, below freezing point. You know the degree of freezing point. What is the
286 degree of freezing point of water?

287 SS: Zero degree,

288 T1: Yes, raise your hand. That is yes, zero degree is the freezing point of water. Then I said
289 most temperature most months of tundra region temperature is below freezing point that is
290 below zero. Below zero means is that negative or positive number?

291 S: Negative number

292 T1: Negative number, then plant did not grow below negative, especially in active temperature.
293 Due to this factor we said active climatic condition in tundra region made it I think not
294 suitable for plants growth well in such region. This is about its natural vegetation. Then,
295 little or no vegetation in tundra region. Totally, little or no vegetation in tundra. That means
296 little means you know little
297 S: Yes, small
298 T1: Small or,
299 S: Few
300 T1: Few, small or few, small or few. Few plants are growing. Sometimes no vegetation comes
301 little or no vegetation coverage in tundra region. This is I think the characteristics of
302 vegetation in tundra region. So, this is all about our today's portion that we see at Frigid
303 Zone. You know Frigid Zone is the zone, the third zonal division of, the third zonal
304 division of the world and it is found up to, who tell us the location of tundra, tundra, the
305 location of tundra latitudinally, yes? Tell us the location of Frigid Zone latitudinally, yes.
306 S: From sixty-six degree up to ninety degree
307 T1: Ok, up to ninety degree north and
308 S: South
309 T1: Up to ninety degree north and south of the equator. And what are other names of tundra
310 region or Frigid Zone. What are the other name for Frigid Zone?
311 S: Polar zone
312 T1: Polar zone, another, another, then?
313 S: Icecap zone
314 T1: Icecap zone, it is possible, yes
315 S: Cold zone
316 T1: Cold zone. Then another, one left
317 S: High latitudinal zone
318 T1: High latitudinal zone. These are another name for the Frigid Zone and we classified Frigid
319 Zone into how many sub-regions, how many sub-regions?
320 S: Two sub-regions
321 T1: Two sub-regions, one?
322 S: Tundra
323 T1: Tundra region, another, the second, the second sub-region of cold zone or Frigid Zone, the
324 second sub-region, yes?

325 S: Icecap region

326 T1: Icecap region. So this is all about tundra region and its climatic condition, rainfall as well
327 as vegetation. And the next will be animal life or wildlife of tundra region.

Lesson II

School Name: *Biftu Nekemte High School*; **Date of Observation:** 05/05/11; **Duration:** 35 Minutes

1 T1: Well eh I think in our previous class we started to see the last zonal division of the world. So
2 what is this last zonal division of the world in the case of climatic variation? What is the
3 last zonal division tell me the last zonal division of the world, yes?

4 S: Tropical zone.

5 T1: The last, I said the third yes the first is tropical zone that is yes exactly. How about the,
6 second the second zonal division of the world

7 S: Temperate zone

8 T1: Temperate zone and the last the third

9 S: Frigid Zone

10 T1: Frigid Zone. Frigid Zone have how many, it have different names, yes? What are those
11 different names of the Frigid Zone? Ok, the first one?

12 S: Polar zone

13 T1: Polar zone, polar zone. That is that. Then the second

14 S: Cold zone

15 T1: Cold zone, then another, another? Eh very good, yes?

16 S: High latitudinal zone

17 T1: High latitudinal, in the high latitudinal area in the polar area. So that is good. So these are
18 another name for some names of this polar zone. And by the way generally this polar zone
19 is characterised in what type of climate in cold climatic condition or in hot climatic
20 condition? Yes, the general characteristics of climatic conditions of polar zone.

21 S: Cold

22 T1: Cold climate. What makes this cold, this region cold? Why it become cold? Why?

23 S: The sun does not over the head

24 T1: The sun does not over the head or because of its furthness from overhead sun or the
25 slanting angle of the sunrays. In most sunrays in this area become reflected back to the
26 atmosphere because of ice cover and snow cover in this area and at last we see the last

27 division of the polar zone. And the sub this polar zone is sub-divided into how many sub-
 28 regions? How many sub-divisions sub-regional division of the polar zone? The rest, eh
 29 who participate, yes? Another, new one, yes, sub-divisions of the polar zone, well

30 S: Two, sub-regions

31 T1: Two sub-regions, what are they? The first one is, the first sub-division of the polar zone,
 32 eh try, yes new one, where? Ok, the first sub-division of the polar zone, ok?

34 S: Tundra region

35 T1: Tundra region that is tundra region, which is found between coniferous and the last sub-
 36 division. What is that last sub-division of the polar zone? That is, the last sub-division of
 37 the polar zone that is that is?

38 S: The icecap region.

39 T1: The icecap region. Or the icecap region is found around the tip of northern and southern
 40 hemisphere at the globe at the world. So this is that. And we seen the tundra region, tundra
 41 region is the region, or sub- region of the frigid zone which is only found in northern.
 42 hemisphere We doesn't find tundra region in the southern hemisphere. It is only found in
 43 the northern hemisphere, in the hemisphere. And we see the climatic characteristic plus the
 44 vegetation northern characteristic of tundra region. In tundra region, you know few
 45 vegetation cover because of its harsh climatic condition, bad climatic condition for plants
 46 to grow well in tundra region. We said plants cannot be grow under eh six degree Celsius
 47 temperature. But most months in tundra region have below freezing point. You know the
 48 freezing point of water. What is the freezing point of water, how many degree Celsius are
 49 there, yes?

50 S: Zero degree Celsius.

51 T1: Zero degree Celsius freezing point of water. Then most months of the tundra region
 52 temperature is below freezing point. Then, plants cannot be grow below freezing point we
 53 said in tundra region. Due to this factor, tundra region characterised by few species or few
 54 vegetation type. And today we directly go to the animal life or animal life in tundra region.
 55 So, in tundra region, its climate is also harsh for animals, no suitable, for its climate, its
 56 climate is not suitable, not suitable for animal life for animals. This is also true the same to
 57 that of vegetation. By the way we said it is in the case of vegetation we said harsh climatic
 58 condition there for vegetation to be grown in tundra region. And it is also harsh for animal
 59 to exist in tundra region, because of what, because of? Why the climatic condition of
 60 tundra region is not suitable for animals to exist in this region? Why? The same to that of
 61 vegetation, you know, yes?

62 S: Because of its coldness of

63 T1: Yes, because of its coldness, because of the coldness it is not suitable for animals to exist
64 in this area. Only migratory birds are there, only migratory, migratory birds are there
65 between two seasons like between summer and winter, and winter. Only, why people, you
66 know the meaning of migratory, what is the meaning of migratory, migratory?
67 *[Maayigiraatoriin] maayinni?* What is the meaning of migration, what is the meaning of
68 migration, what is migration? *[Maayigiraatoriin] maayinni?* Migratory birds

69 S: ***Godaansa***

70 T1: ***Godaansa, eeyyee godaansa jechuudha.*** Why migratory birds are there? Why only migratory
71 birds between different seasons, you know different season means between eh summer and
72 winter. That means keeps you know this birds or animals found in tundra region migrate
73 between two months or they move from place to place between two different seasons to
74 find suitable climatic condition or for example, in summer is that coldness or hotness the
75 characteristics of summer, summer season. *[Sameriin] ho'aadhamoo qorra?*

76 S: ***Niho'a***

77 T1: ***Niho'a mitii?***

78 SS: ***Niho'a***

79 T1: That is hotness, not cold. It is hotness because summer season results of hotness because in
80 the summer season, the sun is over the head. Especially, if you take northern hemisphere,
81 in northern hemisphere, June, July, and August summer season then the sun is over the head
82 in the northern hemisphere at that time at this time. If birds have which are found in
83 southern hemisphere migrate towards the northern hemisphere in the season of June, July
84 and August, because the summer season is hot climatic condition not harsh for these
85 migratory birds to
86 exist in this climate. But if you take winter, we said in our previous class tundra region is
87 characterised by long and cold winter. It is cool, winter is long and cold and these migratory
88 birds move from tundra region, from northern hemisphere toward the southern hemisphere
89 because when this winter exists in northern hemisphere, the southern hemisphere
90 characterised to the opposite that is summer, summer season. Then these birds migrate from
91 north to south, south to north in between two different seasons in this area. So, this is the
92 characteristics of animal life in tundra region. How about human activity? "Human
93 activities or human activity in tundra region". You know the meaning of human activity.
94 What does it mean by human activity? Human activity ***kan jennu maayinni?*** Human
95 activity in relation to economic activity, what does it mean by? Human activity ***kan jennu***

96 **maayinni?** (What is human activity?) Eh that is the activity of people for their daily life for
97 their existence or for their economic wellbeing and the like. That is known as the human
98 activity. Work habit, work mean, work habit or activity of the region, in tundra region.
99 Then totally, it can be characterised by sparse population, sparsely populated, sparsely
100 populated region. Tundra region is the region characterised by sparse population
101 concentrations, sparsely and densely populated. What the difference between sparsely and
102 densely populated, sparsely and densely, densely population concentration.

103 **Garaagarummaan isaa maalidha jettu?** Sparsely, sparsely population concentration
104 means, what is the meaning of population by the way?

105 S: **Faalama**

106 T1: **Faallaa**

107 S: **Faalama lafaa**

108 T1: That is pollution. That you have learned pollution, not population. This is population, yes.

109 S: **Faca'iinsa**

110 T: **Faca'iinsa maalii?**

111 S: **Ummataa**

112 T1: **Ummataa.** That is that. It is simply a number of people, a number of people living together
113 in an area or in a country. That is known as population, population or people. But in a case
114 of population, population is the concentration of anything in an area, occupied an area, but
115 in the case of human population, the number of people living in an area. That is the
116 meaning of population. Then, what is the difference between sparsely populated and
117 densely populated? So what is the difference between sparsely populated region and
118 densely populated region?

119 S: **Yabbinaafi haphina ummataa.**

120 T1: **Yabbinaafi haphina ummataa or walitti sissiqanii jiraachuudhaafi wal irraa**
121 **faffagaatanii jiraachuu ummataa jechuudha.** Scattered it means. **Wal irraa faffaca'anii**
122 **jiraachuu ummataa.** Eh which one is **yabbina ummataa**, sparsely or densely?

123 S: Densely

124 T1: Densely populated region. So, in the case of tundra region it can be characterised by not
125 densely populated area, it can be characterised by sparse population. Few human
126 inhabitants it means that, few human inhabitants in tundra region because of what? Why,
127 why it is not many people, why population concentration is not found in tundra region?
128 What is the reason, why? **Maaliif ummatni haphatee jiraata**, why? **Maaliif, tundraan**

129 *maalidha jenneerraa? [Kilaayimeetiin] isa maalidha jenne?*

130 S: Cold

131 T1: Cold, its climate is very cold. *Mijataa miti*. Not suitable. Due to this factor, people
 132 concentration is scarce, not concentrated it means. Not dense it means. This is the main
 133 cause for the few population concentration in tundra region. So what are their economic
 134 activities depend on? The first one is hunting, hunting activity. What does it mean by
 135 hunting means [*hantingiin*] *maayinni*? What does it mean by hunting, hunting, hunting
 136 wild animals? They depend on hunting. What does it mean by hunting?

137 S: *Bineensota adamsuu*

138 T1: *Bineensota adamsuudhaan*. They are hunting wild animals for their daily activities, for
 139 their daily life. And you know hunting, gathering and the like. That is listed their ancient
 140 economic activity type, or traditional economic activity type. Then the other economic
 141 activity is that fishing. Fishing in tundra region; especially, in northern hemisphere. They
 142 characterised by fishing. What is fishing means? You know fish.

143 S: Yes

144 T1: *Fiishiin maayinni?*

145 S: *Qurxummii*

146 T1: Yes what about fishing means, fishing is an activity but fish is the name of wild animal
 147 living, in water that is aquatic animal. But when we say fishing, [*fishingiinoo*]? Fishing
 148 means?

149 S: *Qurxummii horsiisuu*

150 T1: *Hii?*

151 S: *Qurxummii horsiisuu*

152 T1: *Qurxummii horsiisuu yookiinimmoo, qurxummii qabuu, horsiisuu*. The same thing. They
 153 depend on fishing, hunting, rendering and the like. So these are the main economic
 154 activities in tundra area, in tundra area. So it is all about the tundra region about its climate,
 155 natural vegetation, animal life, human activities and the like. And the last sub-division of
 156 the polar zone is that the second sub-division is icecap region, or the icecap region of the
 157 tundra region. So this sub-region is the second sub-division of the tundra region ah which is
 158 think found both in I north and southern hemisphere. The icecap is not only found in
 159 northern hemisphere as that of tundra. But it is found in both hemispheres. You know tip,
 160 the tip of northern and southern hemisphere at polar area, at the end around arctic and
 161 Antarctic Circle. Arctic Circle in the north and Antarctic in the

162 SS: South

163 T1: Antarctic Circle in the south. Then this icecap region is predominantly found on in I think
164 eh northern and southern hemisphere. Then an icecap is permanently covered of what
165 characterised by permanent, permanent cover of ice. The name icecap derived from, from,
166 icecap is derived from ice. That is permanently covering which have the shape of cap,
167 which have cap shape, cap shape. That means the permanent cover or you know the
168 covering of the accumulation of ice which have a cap shape. *Utuma walirraa tulamuu,*
169 *cabbiin naannoo sanaa [sheeppii] maalii qabaa, [sheeppii keeppii].* You know cap. A cap
170 shape means that it has the shape of cap. Due to this factor, we said icecap region. *Cabbii*
171 *otumajennuu [aayiskeep riijinii keep sheeppii] qaba waan ta'eef,* which have a shape, a
172 cap shape in the region. So this is I think the name icecap derived from. Then it is covered
173 this name, the cover of ice gives the name given the name icecap, the name icecap region in
174 this region, then located both in north and southern hemisphere. Its location, located in both
175 northern and southern, southern hemisphere. *Hemisfeera lamaanittuu argama jechuudha*
176 *icecap [riijinii]kan jennu. Akka tunduraa* not only found in northern hemisphere but it is
177 also found in both of in northern and southern hemisphere, in both hemispheres around
178 Arctic and Antarctic Circle, especially. So this is that. Then this region includes eh this
179 icecap region includes, this region it includes around Greenland, where is Greenland
180 located, location of Greenland, Greenland located where, Greenland on the map? *Hii,*
181 *Giriinlaandiin eessatti argama?* Greenland, Greenland, especially, in northern hemisphere
182 or in southern hemisphere?

183 S: In the northern

184 T1: In the northern hemisphere, especially in north

185 SS: In north hemisphere,

186 T1: Especially in North America on the tip of North America, Greenland, Greenland area. And
187 you know Arctic Circle or Arctic Island is, around arctic islands then around northern and
188 southern ocean including around Antarctica, around Antarctica continent. You know
189 Antarctica is found in southern or in which hemisphere? Southern or northern hemisphere,
190 Antarctica

191 S: In southern hemisphere

192 T1: In southern, in southern hemisphere. So this icecap region is found in this area, especially,
193 in Greenland, Arctic area, Antarctica and the areas where Arctic and Antarctica Island
194 involve in here, involve in here. So this is that; and how about the climatic condition of the
195 icecap region, climate, or climatic condition? Climatic condition of the northern eh this

196 icecap region. So you know the climatic condition of tundra region is I think is
 197 characterised in cold climate. Then how about the icecap region is that characterised by
 198 cold climate or I think cold climate, yes?

199 S: Cold climate

200 T1: Cold climate. What makes it cold, what makes it cold? *Maaliif [kooldi kilaayimeetii]*
 201 *ta'uu danda'e?* Why?

202 S: Its climate is harsh.

203 T1: Its climate is

204 S: Harsh

205 T1: Harsh. What makes it harsh? *Maaliif [harshii] ta'e amma inni, maaliif [harshii] ta'e?*

206 S: Its climate is cold.

207 T1: Yes its climate is cold, harsh and cold and the like. What makes it harsh and cold?

208 S: Because of it is far away from the equator and its coldness.

209 T1: It is far away from the equator. *[Ikweeterii]rra maaltu jira? Naannoo [ikweeterii]*
 210 *akkantu maaltu ta'a keessatti? [Ikweeterii]rraa waan fagaateef jenne mitii?* What,
 211 why, *maal, ikweeteriirra maaltu jira?*

212 S: *Tunduraa riijiniitu jira.*

213 T1: *Tunduraa, iyi?* Not tundra I think it is icecap region. Because of its furthness from the
 214 equator, it is characterised by harsh cold climate. Then what makes the equatorial area
 215 cold, cold and harsh? What makes like that? *Maaliif naannoon mudhii lafaa ho'a, ho'aa*
 216 *jenna?*

217 S: Because of the sun is over the head

218 T1: Because of the sun is over the head it is relatively hot climate area. *Ho'a* (silence for 6
 219 sec). Because of its harsh climatic condition, because of it overhead sun, because it
 220 receives the overhead sun throughout the year in the equatorial area. So its climate, the
 221 climatic condition of this area is that it is the lowest mean temperature area. Yes the lowest
 222 mean temperature, mean temperature area of the world. You know the lowest mean
 223 temperature I tell you the meaning of mean temperature, annual mean temperature, rainfall
 224 temperature and the like. So what does it mean by the lowest mean temperature area of the
 225 world? *Maaliif jenne mee? Warri kaanis yaalaa. Hee,* mean temperature *jechuun maal*
 226 *jechuudha?* I tell you in our previous class in Unit Two the characteristics of climatic
 227 conditions of the world. Then mean temperature *jechuun maal jechuudha? [Miiniin]*
 228 *maayinni?* Mean means

229 S: Minimum
230 T1: Minimum or,
231 S: Maximum
232 T1: Maximum or
233 S: Small
234 T1: Ok, small, yes
235 S: Zero degree
236 T1: No, for example, let me give you a clue, for example, ah if you add the area temperature, if
237 you add twenty and twenty is how many?
238 S: Forty
239 T1: Forty, then
240 S: Divide by two
241 T1: Then dividing by two
242 S: By two
243 T1: Then, that is mean, then what is that mean? Mean means, that is?
244 S: The difference between maximum and minimum temperature by dividing by two.
245 T1: That is range. Your idea is true but that is range. But average. Mean means average
246 temperature of the year, for example, how do you calculating the mean annual
247 temperature? How do you calculate the mean annual? When we say mean, you know
248 annual, annual means.
249 S: A year
250 T1: *Waggaa* that is *waggaa*. So how do you calculating the mean annual temperature?
251 S: By dividing
252 T1: By dividing two, yes.
253 S: By dividing by two.
254 T1: By dividing
255 S: By dividing by the sum of that number.
256 T1: By the sum of that number, by dividing to monthly, by dividing to how many months?
257 S: Twelve months.
258 T1: Twelve months, twelve months, for example, mean annual temperature means adding each,
259 each month temperature, for example starting from September or starting from January.

260 Then September plus October plus November plus up to June, July, August, up to August
261 it is how many, it is how many?

262 S: Twelve

263 T1: It is twelve, twelve months, yes? If you add all this temperature, it may be some amount
264 temperature. You have got may be two hundred, two hundred degree Celsius. Then when
265 you dividing this into

266 S: By twelve

267 T1: By twelve, by twelve that means you have got mean, you have got mean. Then the lowest
268 mean temperature of the world is found where, in what area, region? The lowest mean
269 temperature of the world, the lowest annual mean temperature of the world is found
270 where?

271 S: Icecap region

272 T1: In icecap region, in icecap region. So, icecap region, its climatic condition is characterised
273 by lowest mean temperature of the world. Especially, mostly many months below freezing
274 point or below freezing point because of the lowest temperature in the area. So this is that.
275 Then, how about the natural vegetation in icecap region? Natural vegetation, you know
276 natural vegetation, the natural vegetation condition of the icecap region eh next to its
277 climatic condition. So plant growth is impossible, in this area plant growth impossible,
278 impossible in this region, by the way in tundra region few or no plant coverage in the area.
279 But in the case of icecap region, plant grow impossible. You know impossible means,
280 impossible *jechuun maal jechuudha? Tasumaa,*

281 S: *Hindanda'amu,*

282 T1: *Tasuma, tasuma hindanda'amu naannoo kanatti biqiloonni tasuma marguu*
283 *hindanda'an.* But in some parts, especially in Antarctica, *Antarkitikaan aayilaandii*
284 *waan of keessaa qabduufi iddoo tokko tokkoo cabbiin sigigaatee lafa duwwaa hambisa.*
285 But in some area of Antarctica, mostly plants like algae and the like grow in Antarctica
286 region, in Antarctica continent. Then, how about animal life in this area, animal life, or
287 the animals existing in tundra region. Then with the exception of wingless mosquito, with
288 the exception, with the exception of wingless mosquito, no land animal exists in the
289 region. You know eh mosquito, you know wingless mosquito. With the exception, you
290 know exceptionality, exception means.

291 S: *Kan hafe jechuudha*

292 T1: *Kan hafe, kanarraa kan hafe jechuudha.* With the exception of wingless mosquito, no

293 land animal exists in icecap region. That means only wingless mosquito exist in icecap
 294 region. So eh, the exception of this wingless mosquito no land animal exist in the icecap
 295 region. Mostly the animal exist in icecap region are you know animal which exist in water,
 296 animal which exist in water body or in water body are there. *Bineensota warra akkamiitu*
 297 *jiraachuu danda'aa? Warra akkamiitu jiraachuu danda'aa?* Those animals living in the
 298 water, in the water. You know land animal you know the meaning of land animal. What
 299 does landanimal mean. Land animal *kan jennu maalidha? Bineensota,*
 300 S: *Daggala jiraatan*
 301 T1: *Bineensota xixiqqoo lafarra jiraachuu danda'an jechuudha. Isaan kun achi keessa*
 302 *hinjiran, maal malee?*
 303 S: Those animals which existing in the water
 304 T1: Those animals which existing in the water or in the ocean body. And now we see how
 305 about human activity in icecap region? Human activities, human activities in the icecap
 306 region is the last topic of this section. That is how about human activity in detail. Then no
 307 permanent human settlement, no permanent, no permanent human settlement, no
 308 permanent human settlement, you know the meaning of permanent. What is that?
 309 Permanent, yes, permanent means.
 310 S: Constant
 311 T1: It is constant, yes it is constant, or no permanent human settlement in this area. Why there is
 312 no permanent human settlement in tundra lack settlement. *Iddoo kaanii amma,* for
 313 example, *tunduraadhaan maal jennee, tunduraadhaan maal jenne* in the case of human.
 314 settlement Population sparsely settled in the area. But in the case of icecap region totally no
 315 permanent human settlement in that area. So why, what, why eh people permanently settle
 316 not settle the in icecap region? Why? *Maaliif ummatni naannoo aayiskeppii riijinii*
 317 *keessaa dhaabbataa ta'ee jiraachuu hindanda'u?* Why? *Mee harka baasaatii warri*
 318 *kaanis, yaalaa maali.* Well,
 319 S: It is the region of no land animal
 320 T1: It is the region of no land animal, this is one point may be, another, another. *Maaliif*
 321 *namni naannoo [aayiskeppii] kana dhaabbataadhaan mana ijaarratee* settled *ta'ee*
 322 *jiraachuu hindanda'u?* Why? Raise your hand, new hand, ok
 323 S: *Haala qilleensa isaatu mijataa miti.*
 324 T1: *Haala qilleensa isaatu mijataa miti;* that is exactly because of its climatic condition is not
 325 suitable for human permanent existence, for human permanent settlement. *Haalli*
 326 *qilleensa isa mijataa miti, maalimmoo ta'e?* Why. *Maal ta'e haalli qilleensa isa? Hii?*

327 S: Because it is covered by ice.

328 T1: Because it is covered by ice, because of its low temperature and

329 S: It is not the green area

330 T1: It is not the green area, yes. It is not green area mean that it is not plant covered in the area.

331 We said no plant coverage in the area. Plant is not big grown in the area. Only lich, mosses,

332 algae and the like grow in this icecap region where there is no covered by ice we said. So

333 due to this factor it is not a green area. It is not a vegetation-covered area. Due to this factor

334 with the combination of its harsh climatic condition, people did not exist permanently,

335 permanently. *Dhaabbataadhaan namni keessaa maal hin ta'uu?* You know settlement,

336 settlement *jechuun maal jechuudha?*

337 S: *Qubsamuu ummataa*

338 T1: *Qubsamuu ummataa*. So *namni achi keessa qubatee hinjiraatu jechuudha*. This is all for

339 zonal division of the world. Then if you have any question?

340 S: My question is about the climatic condition of icecap region.

341 T1: Well

342 S: We said icecap region is covered by ice but in another hand this climatic condition is hot

343 and harsh

344 T1: Cold and ice, not hot, ok continue

345 S: It is only this

346 T1: Ok you said hot it is not hot, it is cold and icy, yes another question, this is not clear for me,

347 any question, any. Ok let me ask you one question from me. We divide world climatic

348 division into three nearly zonal areas. That is eh tropical, temperate and Frigid Zone we

349 said, yes? By what criteria, depending on what mechanism? What is the criterion of the

350 division of world climatic condition into three regional zones, into three regional zones?

351 Depending on what criteria this world climatic environment is divided into three categories

352 or three main divisions? *Maalirra dhaabbanneeti?* Well?

353 S: On climatic condition.

354 T1: Well.

355 S: And animal life, animal living in that area.

356 T1: Well.

357 S: And the type of human activity in that area.

358 T1: Exactly, exactly, the climatic condition or the regional division of the world depends on

359 different criteria. But the special, the main criteria is that the temperature variation, the

360 temperature variation in between these regions, the temperature variation I think between
361 tropical, temperate region and the like. The next class we directly go to another new
362 chapter, that is chapter,
363 SS: Chapter five
364 T1: Chapter five yes, chapter five.

Lesson III

School Name: *Biftu Nekemte High School*; **Date of Observation:** *10/05/11*; **Duration:** *38 Minutes*

1 T1: Well eh *akkam jirtu?* Ok let us come to our point. I think in our previous class we directly
2 covered unit four. So under unit four we learn about the climatic of the regional division of
3 the world. So we classified the world into how many regional divisions?
4 S: Three regional divisions.
5 T1: Three regional divisions. The first one is the first sub-division or main zonal division?
6 S: Temperate zone.
7 T1: Temperate zone that is the second. The first one is?
8 S: Tropical zone.
9 T1: Tropical zone, temperate zone and the third is?
10 S: Frigid Zone.
11 T1: Frigid Zone. And you know each main division of, eh each main categories of the world
12 climatic division or regional division can be classified into other sub-divisions. For,
13 example, tropical or hot zone classified into how many sub-divisions?
14 SS: Three.
15 T1: Three yes, exactly, one?
16 S: Cold zone.
17 T1: That is not the first sub-division of sub-tropical zone. Ok,
18 S: Equatorial rainforest region
19 T1: Tropical or equatorial rainforest region, yes the second, the second?
20 S: Savanna grassland.
21 T1: Savanna grassland, then the left one?
22 S: Hot desert region.

23 T1: Hot desert region. And the second sub-zone, the second zone, the second main zone that is
 24 temperate zone classified into other sub-region. So what are other sub-divisions of the
 25 temperate zone? First please participate, first sub-division of temperate zone.

26 S: Mediterranean region

27 T1: Mediterranean region or Mediterranean type of climate or you can say Mediterranean region.
 28 Then the second, well

29 S: Coniferous forest region

30 T1: Coniferous forest region or conifer region. We said conifer region or coniferous forest region
 31 because it is covered by conifer trees. And the last zone that is the cold zone or polar zone
 32 you can say high latitude zone, Frigid Zone and the like. And this zone by itself classified
 33 into other sub-divisions. But what are other sub-divisions of the Frigid Zone? Frigid
 34 ***[Zooniimmoo] bakka meeqatti qoodna?***

35 S: ***Bakka lamatti qoodna***

36 T1: ***Maaliifi maal?*** First?

37 S: Tundra region

38 T1: Tundra region or tundra region, then the other, the last division? Especially, icecap region
 39 the icecap region is found at the north, polar, at the tip of northern hemisphere southern area.
 40 So lastly these are the climatic division or the world that regional division into main and
 41 sub. So it is all about previous class but today we directly go to another new unit that is unit
 42 five, the last unit, unit five. So, unit five deals with human and the environment. You know
 43 the relationship between human being and the environment. So we see as human and the
 44 environment, under this we see eh different or you know different terms that are very
 45 important to you that you understand under this unit, for example, environment, you know
 46 different terms, terms that you have to know up to the end of this unit or terms, terms that
 47 you have to know up to the end of this unit, not only as of today but up to the end of this
 48 unit, there are different terms or terminologies that you have to know. For example, you
 49 know, carnivorous, carnivorous then, food chain, what does it mean by food chain, the other
 50 one is, herbivorous, herbivorous then the other is, microorganisms, microorganisms then,
 51 natural community or eco-system, natural community then the other one is I think, organic
 52 matter, organic matter. So these are different terms that you have to know in this unit that
 53 you have to learn under this unit, under unit five none by one. And we see them after this,
 54 for example, what is environment it means? What is environment? What is environment? So
 55 eh you know the meaning of environment. What is environment, environment? Raise your

56 hands. What is environment or what is the meaning of natural environment, natural
57 environment, environment? [*Invaayiroonmentiin*]maayinni? That is, yes.

58 S: Natural environment is the place where living things and nonliving things live together.

59 T1: Definitely, exactly. That is natural environment. Natural environment or environment is our
60 surrounding or our surrounding, it is a place where living things and nonliving things live
61 together within the environment, within the surrounding area. That is the meaning of the
62 natural environment. *Naannoo lubbuu-qabeeyyiiniifi*

63 S: *Kanneen lubbuu hinqabne waliin jiraatan*

64 T1: *Keessumaayyuummoo lubbuu-qabeeyyiin maal maal akka ofitti hammatan nibeektu.*

65 Living things includes, yes? What are living things? Animals and

66 S: Humans

67 T1: Humans, not humans, animals and

68 S: Plants

69 T1: Plants, animals and plants are living things. Living things and nonliving things are those
70 have life and no life. So natural environment is it is natural surrounding or eh natural
71 surrounding environment or natural environment. Natural environment refers to the natural,
72 the natural surroundings, the natural surrounding which contains many varieties of both
43 living and

73 S: Nonliving things

74 T1: And nonliving things, nonliving things is termed as natural environment, the meaning of
75 natural environment. *Lubbu-qabeeyyiifi lubbuu warra hinqabne of keessatti qubatee kan*
76 give *jiru* termed as natural environment, our natural surroundings. That is that. And ok let
77 me you one I think class assignment, classwork or class activity may be individual or in
78 group, for example, list some elements included in your environment. List some elements,
79 some elements included in the environment. You know list means, list them, list them those
80 elements or those components found in the environment or living in the surrounding
81 environment. So you know in pair or on your table please just list on piece of paper. Take
82 out piece of paper put on your table. List a piece of paper, take a piece of paper, *Waraqata*
83 *xiqqoo ishee fudhaatii*, please take, all of you start finding. Then list the elements or the
84 components in the environment. List them list them *amma wantoota naannoo keessatti*
85 *argaman tarreessi* one by one, discuss each other, discuss to each other, *waliin*
86 *mariyadhaatii*, discuss . *Yesgaaffii isaadubbisaatii mariyadhaa, akka dhaga'amutti ati*
87 *mariisisi, mariyadhaatii tarreessaa, hunda keessanin gaafadha waanin ta'eef.* Please list

88 the elements that you know in your environment. *Wantoota naannoo keessanitti, naannoo*
89 *keenyatti argamu jettanii yaaddan tarreessaa. Naannoo keenyatti maalfaatu argama?*
90 S: *Warra kamiin barreessina?*

91 T1: Whatever, whatever, both living things and nonliving things the elements included list them.
92 *Hii, qabadhu tokko tokkoon kaatanii ibsitu waan ta'eef dafaatii tarreessaa. Wantoota*
93 *naannoo keessanitti argaman lubbuus haaqabaatan haadhabanis, tarreessaa. Jedhaakaa*
94 *ol fuudhaatii mariyadhaa akka dhaga'amutti. Lubbuus haaqabaatu, haadhabu.* Please list
95 the elements that are found in the environment. *Tarreessaa jirtuu, hii?*

96 S: *Wantoonni naannoo keenyatti argaman maal fa'i?* (Group leader asked students).

97 S: Material, minerals, *kaarboon daayoksaayidii*, woter vapour; *bulluqa bishaanii, oksijini.*
98 *Mineraaliin lafa keessaa, kaarboon daayoksaayidiimmoo qilleensa keessaa fudhatu.*
99 Carbon dioxide is absorbed by plants. *Jechuun kaarboon daayoksaayidii qilleensa keessaa*
100 *fuudhamanii biqilootaan absorbed ta'u jechuudha. Kaarboon daayoksaayidiidha tokko.*
101 *Oksijiniin mataansaa, Oksijiniin mataansaa biqiloota keessaa ba'eetu nama gargaaraa*
102 *jechuudha. Nyaatni biqilootaan qoophaa'us gargaarsa oksijiniitiin jechuudha.*
103 *Dabaleesimmoo oksijiniin biqiloota duwwaa irra argama utuu hinta'in,* it can be found
104 from the part of river.

105 S: *Qaama bishaanirraa kan ka'u kaarboon daayoksaayidiidhamoo oksijiniidha?*
106 S: *Oksijiniidha. Bifa bokkaatiin kan dhufummoo oksijiniidha. Kunimmoo bokkaan akka*
107 *roobu godha.*

108 S: Ok *lubbu-qabeeyyiin of danda'anii kan jiraatan maal keessatti? Ilaa, fakkeenyaaf,*
109 *wantoota naannoo ta'anii uumamaan kanneen ofdanda'anii jiraatan. Albuudota lafa*
110 *keessaa karaa hidasaanii fudhatu biqiloonni.* Minerals from the soil *jedhama. Karaa*
111 *hidasaaniitiin* throughout their roots *albuudota lafa keessaa fudhatanii nyaata isaanii*
112 *godheeffachuu danda'uu jechuudha. Kunis [mineraaliin] maal inni amma jechuudha?*
113 Element of natural *[environmentii]dha. Maal jennu egaa amma isaaniin,* water vapour,
114 water vapour, water vapour, carbon dioxide, oxygen,

115 S: *Kan biraanoo?*

116 S: Mineral

117 T1: Well I think it is enough

118 SS: Yes

119 T1: Ok eh, as you tell us then let us come to present that you listed in your groups. So what
120 are those elements or visions on your surroundings? So list them as your group discussed

121 by your group one by one. Then by raising your hand let me take from the back, yes. List
 122 them that you listed. Well, ok at the back yes stand up please. Then what you have done.
 123 Then list them. *Tarreessi warra barreessitan mee.*

124 S: Animal

125 T1: Plants

126 S: Water

127 T1: Water resource

128 S: Human

129 T1: Human and, yes. Ok, good, another group. Ingredients or elements found in the
 130 environment, yes.

131 S: Nonliving things found in the environment are water, weather condition.

132 T: Ok, which are nonliving very good.

133 S: Living things, plant lives and animals.

134 T1: Plant lives and animals, ok, good, another, another group or new group? Ok list them.

135 S: Soil, rock, soil, rock, animals, water, mineral resource and different animals.

136 T1: Ok very good. Another, another group, what are the ingredients found in the environment?

137 S: Elements found in the environment are such as animal life, arboreal animals like wild
 138 animals, plants such as tree, soil, water and human.

139 T1: These all are elements found in our

140 SS: Environment

141 T1: In our environment, or in our surrounding environment. So eh you know elements found in
 142 our surrounding... another group who lists, new group, ok.

143 S: Natural heritage, plants, animals, cows, sand soil, trees, ocean and the like

144 T1: Ok, very good. All these are elements in the environment that are found in our environment
 145 or in our surrounding. So by the way by definition we said the environment refers to our
 146 surrounding that contained both living and

147 SS: Nonliving things

148 T1: Nonliving things, both living and nonliving things. So under living things you listed
 149 animal and plant groups, animal and plant groups or animal and plant species under living
 150 things. But under nonliving things, you list I think different rock, soil, minerals, water
 151 resources, and other resources which had no life, nonliving organisms. So these is I think
 152 the elements found in the environment can be classified as we have said, living things and

153 SS: Nonliving things

154 T1: Living things and nonliving things, living and nonliving things. For example, under living
155 things you can take animals and

156 SS: Plants

157 T1: Plants, animal and plants, animal and plant species. But under nonliving things you take
158 different resources. You know resource; resources which ah which fulfill you know the
159 needs of human being. Those are especially natural resources are resources where we fulfill
160 our needs from our surrounding, or from our environment. So maybe you can list under
161 these water resources, you know soil resources, rock resources. You know rocks. What
162 does it mean by rocks? What is rock?

163 S: Stone

164 T1: Yes that is the type of stone, stone category. Then you can take mineral resources,
165 minerals. All these are those found in our surrounding or the environment which are
166 nonliving things, nonliving things. So you know mineral. [*Mineraalli*] *maal inni*? What
167 does it mean by mineral resources?

168 S: *Albuuda*

169 T1: *Albuuda*, yes. Those minerals are the resources which can be extracted from where?

170 S: From the ground

171 T1: from the ground, inside the ground. So this is that. And the one is that that we know is that
172 how elements of the environment are interdependent, how? How elements in the
173 environment are interdependent, interdependent? You know the interdependence or
174 dependent mean, dependant and dependent. So what does it mean by dependant means?
175 Inter-dependant you know we list elements of the environment then if those elements of
176 the environment are interdependent they are not you know live by their own selves but
177 they depending on one another. For example, interdependent means you know depend on
178 one another depend on one another depend on one another. For example you know it starts
179 from plants. Plants are I think producers, producers. That means ah they produce their
180 own, they produce their own,

181 S: Food.

182 T1: Own food. How plants prepare their own food, how they prepare their own food? Eh

183 S: On sunlight.

184 T1: On sunlight by through.

185 S: Through photosynthesis.

186 T1: Through photosynthesis.

187 S: By their roots.

188 T1: By their roots they I think they starting extracting minerals from the soil. After that they
 189 take sunlight from you know chlorophyll. Those green plants which have chlorophyll and
 190 collecting the sunlight by their leaves and you know the process of photosynthesis that is
 191 acting in the environment. Through photosynthesis system they produce their own food.
 192 Then the only plants, that is green plants are the only living things those produce their own
 193 food. *Nyaata, soorata isaanii maal godhuu, soorata isaanii maal godhatuu?*

194 SS: *Qopheeffatu*

195 T1: *Qopheeffatu jechuudha. Soorata isaanii kan qopheeffatan keessaa beekamoon*
 196 *eenyudhaa?*

197 SS: *Biqiloota*

198 T1: *Biqiloota warra akkamii?*

199 SS: *Magariisa*

200 T1: Yes that is green plants those have chloroplasts or chlorophyll. So they produce their own
 201 food. So to show the interdependency, how they depending on one another, especially
 202 both living, not both, only animals and plants under living things depending on one
 203 another. *Qopha qophaa isaanii maal ta'uu hindanda'ani?*

204 SS: *Jiraachuudhaaf hindanda'an*

205 T1: *Jiraachuudhaaf hindanda'an.* This shows their independence or their interdependence it
 206 means. So for example, I said plants produce or produce their own food. Then due to this
 207 factor they termed as producers. Then when we come to some animals especially those
 208 herbivorous animals, herbivorous animals I think always eat what?

209 S: Eat plant

210 T1: Eat plant, or grass. Look now they depend on what? Herbivorous animals depend on what?

211 S: Plant

212 T: On plants, on plants. Then plants depend on what? Plants depend on, to produce their food,
 213 plants depend on what?

214 S: Sunlight

215 T1: Sunlight plus, sunlight plus,

216 S: Carbon dioxide

217 T1: Carbon dioxide and soil, soil they extracting the mineral from the ground or from the soil.
 218 Then they depend on plant and sunlight to produce their own food. Then those producers
 219 can be eaten by others. They can be eaten by others, by whom?

220 S: By consumers

221 T1: By those animals, herbivorous, herbivorous animals. So what are the examples of who tell
 222 us the examples of herbivorous animals? Herbivorous animals, tell the examples of
 223 herbivorous animals. [*Herbiiverosiin*] *maal inni, eenyu fa'i?* We said herbivorous
 224 animals are animals which eat plants. You know animals which eat plants. [*Herbiivorasii*]
 225 *jechuun maal jechuudha? Bineensota warra marga nyaatan hinbeektanii?* Don't you
 226 know?

227 S: We know

228 T1: So tell us, yes,

229 S: Cow

230 T1: Cow, yes cow. Cow is the best example of herbivorous animal, another?

231 S: Sheep

232 T1: Sheep, possible?

233 S: Goat

234 T1: Goat possible and

235 S: Ox

236 T1: Ox, giraffe. Then what do you call animals those eating grass?

237 S: Herbivorous

238 T1: So they are termed as herbivorous animals and they depending on plants, on other plants.
 239 And you know ah those herbivorous animals also eaten by other animals. That means by,
 240 by?

241 S: Carnivorous

242 T1: Carnivorous, by carnivorous animals. That means carnivorous animals are animals,
 243 animals which eat, which eat what?

244 S: Plants and animals

245 T1: Plants

246 S: And animals

247 T1: No, not that. Carnivorous animals are animals which eat only, only

248 S: Grass

249 T1: Flesh meat you know flesh or they eat meat or they eat flesh, only flesh or meat. *Warra*
 250 *maal soorachuu danda'an?*

251 SS: *Warra foon qofaa sooratan.*

252 T1: So those animals, examples of those animals which eat only meat, well?

- 253 S: Dog
- 254 T1: Dog is the best example, very good (points to the other student)
- 255 S: Lion and tiger
- 256 T1: Tiger and lion another
- 257 S: Hyena
- 258 T1: Hyena, possible, good another, another animal which eats flesh or meat?
- 259 S: Lion and the like
- 260 T1: Lion and the like. So these are animals or those which depending on another animal. So
- 261 don't forget the meaning of interdependent. *[Interdippeendentiin] maalidha jenneerraa,*
- 262 *maalidha jenneerraa?*
- 263 S: Depending on each other
- 264 T1: Depending on each other, depending on one another. *Inni tokko isa tokko nyaatee, inni*
- 265 *tokkommoo isa tokko nyaatee kan jiraatu jechuudha, walnyaatu jechuudha.* So this is
- 266 that. And that we said that those animals which eat both animals and plants are called
- 267 omnivorous. You know omnivorous, omnivorous, omnivorous animals, those animals eat
- 268 both, both plants and I think flesh meat. *[Pilaantii]fi maal kan nyaatani?*
- 269 SS: *[Miitii] kan nyaatan.*
- 270 T1: List; you can tell us the best example of omnivorous animals, what is that?
- 271 S: Monkey
- 272 T1: Monkey, is that? The best example is?
- 273 S: The best example of omnivorous is human being
- 274 T1: Human being, yes, human being is the best example; another human being is the best
- 275 example of omnivorous animal. So all these are it shows the interdependence of the
- 276 environment or the elements or the ingredients found in the environment are
- 277 interdependent. For example, *uumama biyyeetiif maalfaatu sababaa ta'a?* Not only
- 278 animals. Soil by itself and other animals, minerals and water resources can be depend on
- 279 one another for their own development, for their own development. So how soil is formed,
- 280 how soil is formed? How is that?
- 281 S: By decay
- 282 T1: From the decaying, from the decaying of dying of animals, exactly. Another, how soil
- 283 is formed?
- 284 S: From the decomposition of plants

285 T1: From the decomposition of plants through different bacteria through different decomposers
286 and the like. You know decomposers.

287 S: Yes

288 T: Those decomposing the decaying of plants and animals. The dead plants and animals
289 become decompose by those decomposers and added to added to what? Added to the soil,
290 added to the soil eh to increase soil fertility, soil fertility. So soil by itself is depend on
291 another it depend on another for development. So this shows the interdependence of the
292 area, the environment. And it this is called food link, by the way you know these four are
293 called food link, food link. The linkage between the organism and the environment in
294 relation to whom? So this food link relationship is called, this food link relationship I think
295 is called food chain, food chain *jennee waamna jechuudha*. The food relationship between
296 herbivorous, omnivorous, plants, carnivorous and the like is termed as food chain. Ah *maal*
297 *jenna isa kanaa, maaloo nyaataa jechuudha? Maaloo soorataa jedhu?*

298 S: *Gulantaa soorataa jenna?*

299 T1: *Gulantaa, or fuuncaa soorataa*. That is food web and food chain, food chain and food
300 web. So ah the relationship among the elements of the environment that means the
301 independence food interdependence of the ingredients or the elements found in the
302 environment is termed as food chain, food chain or you can say food relationship, food
303 relationship or food chain. So this is that. And

304 S: We said dog is a carnivorous animal. But it eats both food and meat. Then is it a
305 carnivorous
306 animal?

307 T1: Answer his question, who will answer his question? Yes, very good

308 S: It is an herbivorous animal

309 S: Then is it herbivorous?

310 S: No

311 T1: Well, tell us. How we can say dog is a carnivorous animal because we said carnivorous
312 animals are animals which eat only.

313 S: Meat

314 T1: Only meat. So how do you list under carnivorous animal dog? How do we list?

315 S: Dog is not carnivorous animal

316 T1: How is that, so?

317 S: Dog eating both animals and plants, so.

318 T1: It can be categorised under what, under?

319 SS: Omnivorous

320 T1: Under Omni

321 SS: Omnivorous

322 T1: Under omnivorous animal good

323 S: It is not clear for me if dog is carnivorous or omnivorous

324 T: So discuss please, discuss and clearly identify how dog can be classified, whether it can be
325 classified under omnivorous or carnivorous clearly. *Meemee irra deebi'aatii akka sareen*
326 *[omniivorasii] sirrii yookiinimmoo [karniivorasii] dabalammu ishee adda baasuudhaaf*
327 *mee wal walitti himaa.* Please tell to each other (a sample group was focused to be
328 recorded).

329 S: Dog eating all injera, meat and bread.

330 T1: *Kanaafuu maalidha jennaree?*

331 S: *[Omniivorasii]*

332 T1: *[Karnii]*

333 S: *[Verosii] miti*

334 T1: Ok

335 S: *[Karniivorasii] miti, foon duwwaa yoo nyaatte [karniivorasii] ta'uu dandeessi*

336 T1: *Ramaduu dandeenyaa?*

337 SS: *Hindandeenyu*

338 S: *[Omniivorasii] ta'uu hindandahoo amma, [mankiis] ni'nyaata waan ta'eef sareen*

339 S: *karniverosiidhaan jedha. Sababni isaas irra jireessatti kan isheen nyaattu foonidha*
340 *sababii kanaaf karniiverosiidhan jedha.*

341 T1: *Malee lamaan saatti hinramadnu, [karniivorasii] qofaatti ramadna.*

342 S: *Eeyyee, irra jireettii kan isheen nyaattu foon sababii ta'eef*

343 T1: Well, possible. Ok well continue.

344 S: The elements of environment are living things and nonliving organisms. So oxygen
345 and carbon dioxide are not element of our environment?

346 T1: How is that? Who answers? Who answers? We categorise elements of our environment
347 into two: living things and nonliving things. How about oxygen and carbon dioxide?
348 Under what we categorising carbon dioxide and oxygen? Raise your hand; raise your.
349 hand, well

350 S: Eh, oxygen and carbon dioxide is nonliving things.

351 T1: Ok

352 S: So it is environmental elements.

353 T1: Yes that is weather, weather condition. That is under weather condition. We categorising
354 oxygen and carbon dioxide under environment any, any atmospheric environment. So this
355 is all about our today's lesson.

356 S: What about the dog?

357 T1: Ok, it is an assignment for you and read from library plus from another any reference in
358 the next and come to the class and present.

The Lesson Transcripts of T2

Lesson I

School Name: *Biftu Nekemte High School*; **Date of Observation:** *03/05/11*; **Duration:** *35 Minutes*

1 T2 Ok we will continue from the last point from our last topic. The next will be The Direction
2 and Stages of the Oromo Population Movement. Can you tell me the direction of the Oromo
3 population movement in the sixteen century? Anybody read from his textbook can tell us the
4 major direction Oromo, Oromo population movement in the sixteenth century. The direction
5 in which direction the Oromo population dominantly used to move, yes?

6 S: South eastern, the south eastern highlands

7 T2: South eastern highlands. South eastern highlands is not the direction of the Oromo population
8 movement but it was the original homeland of the Oromo population, it was the original
9 homeland of the Oromo population. The south eastern highlands is the area which is near to
10 Mede Welabu. All are the original Oromo original homelands. Not the direction of
11 movement. My question is the direction of Oromo population movement in the sixteenth,
12 century. One, hii the direction, welcome, hii?

13 S: Argoba

14 T2: Argoba, Argoba, not Argoba is a particular place not the direction of Oromo population
15 movement.

16 S: Sidamo

17 T2 Sidamo, I am asking within the Ethiopian region, eh what was the direction of the Oromo
18 population movement, within the Ethiopian region? In which direction it moved? In

19 S: Borena

20 T2: Toward Borena. No, generally, what was? No, what was the direction from the Mede
21 Welabu area when it started its movement, which direction was the most dominant?
22 S: Somali
23 T2: Somali, ok, that was the outside Oromo population movement not the direction
24 S: Afar
25 T2: Afar, no
26 S: Central part of Goba
27 T2: Central part of Goba is the specific place. I am asking about direction, direction. Which
28 direction took?
29 S: South
30 T2: South what?
31 S: South east
32 T2: South, not south east
33 S: South west
34 T2: not, another, another body
35 S: Eastern part of the rift valley
36 T2 Eastern part of the rift valley is not a direction. *Achii mee yaalimee ati booddee sanaa.*
37 *Yaalaamee achiimmoo.*
38 S: South eastern Africa
39 T2: South eastern Africa, no. The Oromo population movement first took place in the direction of
40 north easterly. For example, Barentu, Barentu is the direction of north easterly, northeasterly
41 direction, ISHI. This is the direction of Oromo population movement first conducted in the
42 sixteen century. What was the second direction, the second major direction?
43 S: The Borena
44 T2: Eh the Borena, Borena Oromo movement took place in the direction of south, southwesterly,
45 southwesterly, westerly direction. Actually this is the movement happened or occurred in the
46 Ethiopian region. *Biyya keessatti sochii godhate kallattii lamaan argine kun.* The Oromo
47 population expansion or movement also directed toward the outside, to Somalia, outside,
48 outside Ethiopia to Somalia, Somalia,
49 S: and Kenya
50 T2 Kenya, very good, Kenya. Which one, which one was successful, the movement toward
51 Somalia or the movement toward Kenya? HULETU, *lamaan isaanii keessaa tokko kufeera.*
52 LEMIN, LEMIN WEDEKE? *Sochii isaan gara Sumaaleetti godhan, SOMALIA SINIL*

53 HEGERITUWAN NEW IKO. SOMALE KILIL *isa jennu isa Itiyoophiyaa keessaa mitiim.*
54 We are not talking about the Somali region in Ethiopia. We are talking about the Somali
55 country outside Ethiopia whose capital city is Mogadishu, hii? *Achitti godaane.*

56 S: Somali

57 T2: But say it, yes the Somali. The movement toward the Somalia by the Oromo people was not
58 successful because they pushed out soon, pushed out soon. *Dhiibanii baasan*, pushed out.
59 IZIH GIN formed, formed permanent settlement, settlement. *Jiruu amma? Amma*
60 *jiraachaa jiruu jarri kun?* Yes, they are existing in northern Kenya still today. *Ammayyuu*
61 *jiraachaa jiru Oromoon naannoo sana. Attam bultan utuu jettanii dhaqxanii, attam*
62 *bultan isiniin jedhu. Booranaan kaaba Keeniyaa keessa jiru. Booranaan*
63 *gamanaanimmoo Baalee, eh gamana Itiyoophiyaatiin Booranaan jiraa, gamaanis jira*
64 *gama Keeniyaaatiin.* The Oromo population movement of the sixteen century toward the
65 Somali, I mean Somalia was not successful because the Somalis, the Somale pushed out the
66 Oromo people. TOLO, *battaluma sana dhiibanii baasan, Somaalii keessaa. Somaaliin gosa*
67 *tokkittiidha. Ummata wal fakkaatudhaa nibaasanii. Inni sun [setilmentii] jalaa*
68 *yookaanimmoo dhaabbataa ijaaruu hindandeenye jechuudha. Sumaaleen, Oromoon*
69 *hinjiru somaaliyaa keessa ammayyuu taanaan. Isuma alaa miillaan deemee dhaqe malee.*
70 *kan qubatee taa'ee jiru ballinaan kan qubatee taa'ee komiyuuniitii Oromoo miti. Garuu*
71 *inni kan Keeniyaa dheengaddayyuu ayyaana waggaarra dhufaniiru, Keeniyarraa karaa*
72 *mootummaatiin. Yeroo miliiniyeemimmoo maayinni, ADAMA LAI METITEWAL.*

73 OROMIGNA AKKI *isaan itti dubbatan* perfect, BALESILTANOCH NACHEW
74 YEKIFILE HAGER YEAWRAJA ASTEDADARIWOCH. KEBORENA KENIYA WUST
75 KEKENIYA BORENA. INA TIZ *na jedhaa miidiyaarraan dhaga'e.* Therefore, these are
76 the two important directions of the Oromo people movement in the sixteenth century within
77 this country in Ethiopia and outside Ethiopia they attempted to move toward the Somalia but
78 it was not successful because of the measure taken by the Somali people to push them out
79 from their territory.

80 S: *Dur Oromoofi Sumaaleen wal keessa turan mitii?*

81 T2: *Eessaa?*

82 S: *Naannoodhuma Itiyoophiyaa keessa.*

83 T2: *Daangaa, daangaa mataa isaanii qabu.*

84 S: *Walitti dabalamanii hinjiraanee?*

85 T2: Mixed up *ta'anii miti. Sumaaleen gama isaatii Oromoonis gama isaatiin. Walitti*
86 *makamanii gaafa jettu akkuma nama minaan waliin make jechaa keeti mitii?* No

87 *daangaa, daangaa mataa isaanii qabu. Ammayyuu daangaaadhuma achii as dhufaa*
88 *sanaan KILILAWI MENGIST KILILAWI MENGIST TEBILO YEMITERAW. Sumaaleen*
89 *daangaa isaa sanatti KILILAWI MENGIST ta’anii Itiyoophiyaa keessa jiru* jechaadha.
90 *Malee wal makanii mixed up ta’anii miti kan jiran. Iddoo kan biraa miksidaappiin*
91 *jiraachuu nidanda’a, hii?*

92 S: *Fakkeenyaaf, bifa daldalaatiin, bifa waamicha garaagaraatiin wal keessa deemaa*
93 *hinturree?*

94 T2: *Baay’ee gaarii. Ummata Oromoo duwwaa miti egaa inni. Addunyaaadhumarra*
95 *komiyuuniitiin jiru ummatni jiru kamiyyuu qophaa isaa ta’ee walitti utuu hindeemin*
96 *jiraate hinjirudeemanii. Kanaaf akkuma kana Sumaaleefi Oromoo dhiisaatii*
97 *Arabiyaarraayyuu dhufanii daldalaa turan karaa Zeeyilaatiin dhufanii galanii hamma*
98 *Abbaa Jifaar, inkiwaan Sumaaleenimmaa silumaa ollaadhaa wal duukaa tikfatuu bari.*
99 *Wajjin ooluu walduukaa tikfatu . Amma isa ammayyuu hora tokko obaasu kaloo tokko*
100 *dheechisu wal bira. Mana isaaniitu, lafa isaaniiti killilii isaaniitu garaa gara ta’e malee*
101 *wal duukaa daldalu, Fuudhaafi heerumaan walitti hidhamanii jiru. Wal duukaa jiraatu*
102 *ammayyuu. Then there is no any, any community in isolation. Kophaa isaa komiyuuniitiin*
103 *hawaasa kan biraarraa adda ba’ee addunyaa kanarraa jiraate hinjiru, jiraa kan beektan*
104 *qabduu? INDE any community isolated from the other community from the rest of the*
105 *world? Jiramoo kan dhageessan qabduu ummata akkasii, hii? Ummata biraarraa addaan*
106 *citee kan jiraate*

107 SS: *Hinjiru*

108 T2: *Hinjiru. Kanaaf, kanaafi akkuma kana Sumaaleefi Oromoon waliin jiraachaa jira.*

109 S: *Gaaffii. Ummatni Booranaafi Baarentuu wal keessa jiraatan addaddadha mitii?*

110 T2: *Attam?*

111 S: *Horteen Baarentuufi horteen Booranaa kan jedhaman addadda mtii?*

112 T2: *Eeyyee. Addadda jechuun obbolaadhaam, obbolaadha Booranaafi Baarentuun ijoollee*
113 *abbaa tokkooti. Ijoollee obbolaa jechaadha. Ijoolleen obbolaa kun kallattii isaatiin*
114 *horan. Booranaan hinhoree asiin Baarentuun asiin hore, eeyyee kana jechaadha. Malee*
115 *ijoolleen kan abbaa tokkooti hangafaafi quxusuu jechaadha. Booranni hangafa,*
116 *Baarentuun ilma quxusuudha. Inni hangafni kallattii kanaan ijoollee horee, inni*
117 *quxusuunis kallattii kanaan. Malee orma jechuu miti. Ijoollee abbaa tokkooti.*

118 S: *Akka abbaa isaaniiti kan fudhanne maalidha, eenyutu isaaniif abbaadha?*

119 T2: *Oromoo. Egaa baay’ee isaa utuun jedhee natti tolaa*

120 SS: Hi-hi-hi (laughing)

121 T2: *Egaa baay'ee gaaffiin kee natti tolaa*. A very interesting question he raised very quickly.

122 Eh who, who, who was the father of Barentu and Borena he said. The father was Oromo

123 itself. *Oromoo, inni Oromoo jedhu kun maqaadhuma nama tokkoo sanatu maqaa*

124 *ummataa ta'e jedhama. Akka seenaa an dubbiseetti*. INA abbaan *Baarentuu namicha*

125 *Baarentuu Jedhamu sanaafi namicha Boorana jedhamuuuf abbaan isaanii Oromoo*

126 *jedhama jedha. Achumaan ijoolleen isaa hundumtuu Oromoo jedhaman*. It is a logical

127 question. Any question, no more question? All right. Then the Oromo com... the Oromo

124 movement used two stages of eh I mean expansion, two stages of expansion. Eh the first

125 one is not used force, force. *Inni jalqabaa humnatti hinfayyadamne jedha .Bifa lamaan*

126 *deeme, darajaa lamaan deeme sochiin Oromoo*. The Oromo movement took place in two

127 stages. The first stage is very peaceful and normal way. *Nagaa, noormaalii baballate.*

128 *Guufuun wanti karaatti itti dhufee deebi'i jedheen hinjiru*. The movement happened in a

129 normal and peaceful way. Not used force. *Humni fayyadaman hinjiru kan dadhabanis*

130 *seenaa keessatti hinjiru*. The second movement was the second stage of Oromo population

131 movement of the sixteenth century was used force, used force-used force. Especially at this

132 stage Oromo people was able to succeed by using horses. *As keessatti kan isa gargaare*

133 *tokko ummata Oromoo yeroo sana baballachuu isaa fiixaan baasuu irratti kan gargaare*

134 *sochii inni isa humnaa kana irratti godheef fardaan deggaramuu isaati. Fardi Oromoo*

135 *biratti ijoollummaadhaa kaasani waan ittiin akka aadaatti waan fudhatamuuf bakkee*

136 *waraanaa ittiin dhaquu fardaan beekamu, Oromoon. Suusiniyoos kan jedhamu mootiin*

137 *Kiriistiyaan Kingidamii mana Oromootti farda baree jedha mana Oromootti guddate.*

138 *Suusiniyoos, isa Kaatolikii, Kaatolikummaa fudhateellee Gondorirratti waraanni*

139 *guddaan ta'uu danda'e. Nugusi sun mana Oromootti guddatee farda baree jedha*

140 *seenaan. Kanaaf* the Oromo used the horse I mean the horses during their second stage of

141 movement that was widely could succeed. *Kanaaf injifachuu danda'an, kanaaf baballina*

142 *isaanii bakkaan ga'uu danda'an jedha. Karaa biraatiinimmoo bu'aa inni buuse jiraa*

143 *fardatti fayyadamuun Oromoo? Biyyattiidhaaf amma biyyi qapha qophaatti dubbannee*

144 *kun impaayerii tokko taatee kunoo mootummaa tokko jala jirti. Bu'aa inni buuse jiraa*

145 *karaa maalii fakkeenyaaf. Waan dubbistanis hata'uu, yes?*

146 S: *Ilaa, fakkeenyaaf, gizee waraanaa turetti baay'ee ittiin gargaaramaa turan.*

147 T2: Excellent, very good. Really I admired her even she do not mention the name of the war.

148 *Maqaa waraanichaallee maqaa isaa hindha'in malee baay'een sitti gammade deebii*

149 *keetti. Baay'ee gaarii. Waraana irratti ummata Itiyoophiyaatiif har'a birmadummaan,*

150 *bilisummaan Itiyoophiyaan qabduuf roolii guddaa taphate, fardi.* ADIWA LAI MINA
 151 YETECHAWETUT YEOROMO FERESAGNOCH NACHEW. FERESAGNA NEW
 152 ADIWA LAI MINA YETECHAWETEW. *Bar, meeshaa isa abidda fakkaatu kan fidee*
 153 *dhufe faranjiin hammi sun kan itti haasa'e FERESAGNA Itiyoophiyaati jedha. Kanaaf*
 154 *farda waraana baruun biyyattii kanaaf bu'aa guddaa, qirsii guddaa kennee akka*
 155 *darbeetti fudhanna, tokkummaa isheetiifuu bu'aa guddaa buuseeraa jechaadha kun*
 156 *waraana Adiwaatiif bu'aa buuse erga ta'ee. Baay'ee gaarii*, Very important. Then now as
 157 well horses are important animals in for another service. *Tajaajila biraatiifis kunoo*
 158 *biddeena nama meeqa nyaachisaa jira mitii fardi? Magaalaa kana keessaa dadhabaa*
 159 *oolaa, gaarii harkisaa oolaa, hojiirra oola jechaadha.* INA *gaafa cidhaa, cidha*
 160 *bareechuuf, gaafa dhukkubaa mana yaalaatti fuudhanii geessuuf warra baadiyaa.*
 161 *Kanaaf ammayyuu fardi ummatni Oromoo itti fayyadamaa ture sun tajaajila guddaa*
 162 *kenna uummataaf jechuu kooti, ihi?* Have you any more questions?
 163 S: *Yerottii Kaatolikoonni dhufan eenyuun gargaaran?*
 164 T2: *Fakkeenyan keessa fide malee achi mata dureen mataa isaa danda'e jira kanaaf. Yeroo*
 165 *Kaatolikoonni gargaarsa dhufan Ahmad Giraany, waraana Ahmad Giraanyiin*
 166 *waraanuudhaaf, Poortugaalonni dhufaniiru mitii? Poortugaalonni gaafa dhufan*
 167 *amantiin isaanii maali?*
 168 SS: *Kaatolikiidha*
 169 T2 *Kaatolikiidha, gaariidha. Dhufanii gargaarsa gargaaranii lola* MAN NEW *humna*
 170 *Ahmad Giraanyiin baasaniiru, mitii? Waayinadagaa bakka jedhamutti waraananii*
 171 *mo'achuun gargaarsa godhanii baasan. Eh isa booddee eh loltoonni du'arraa hafan sun*
 172 *Poortugaalonni nigalanimoo asitti hafan?*
 173 S: *Asitti hafan*
 174 T2: I think around one hundred-forty of them were preferred to live here in Ethiopia. *Gara*
 175 *dhibbaafi afurtamamoo attamtu du'arraa hafan, waraanarra. Itiyoophiyaa keessa*
 176 *jiraatumoo hingaltuu jennaan nijiraannaa jedhan. Filannoo mataa isaaniitiin addana*
 177 *jiraatan. Bara kudha shan, in fifteen fifty-seven, isaan kana hordofuuudhaan ilaalaa*
 178 *waan tokkotu ta'e. Waraanni erga adeemsifamee ture.* ASIRA, ASIRA AMIST ARBA
 179 SOST *wayinadagaarratti. Shantamiitorbarratti maaltu dhufe? Lakkii Poortugaalirraa*
 180 *ergamtoonni dhufan miishinari, jesuyitsi jedhaman. Maayinni kaayyoon isaanii? Erga*
 181 *gargaarsa godhamee* WULETA *oolaniifii mootii Itiyoophiyaadhaa isa yeroo sana ture*
 182 *abbaan fedhe haajiraatuu Kaatolikiitti jijjiiruudha kaayyoon Poortugaaloti qaban.*
 183 *Jalqabuma kan isaan gargaarsa godhan sababa kanaaf. Kanaaf yeroo sanatti warri*

184 *kaanillee ofirraa dabarsaniiruu didanii eh warri akka Galaawudiwoosfaan didanii*
 185 *ofirraa dabarsaniiruu. Booddee kan dhufee Suusiniyoosiidha. Suusiniyoosiin maal*
 186 *godhee mootii kaatolikummaatti of jijjiiree ortodoksii gadi dhiisee mootiin Suusiniyoos*
 187 *jedhamu. Sababa kanaarraan kan ka'e ummata gidduutti iddoo lamatti hiramuum*
 188 *dhufee, Ortodoksiin garee tokko ta'ee kaatolikiin gara mootichaa warri ortodoksii*
 189 *ta'animmoo gar tokko tanii. Waraanni irsibarsii siivil [woorii] biyyattii keessatti*
 190 *deemsifameera jedha. Suusiniyoos kanaaf nama Kaatolikiitti jijjiire kan jennee farda*
 191 *kan inni bare mana Oromoo keessatti kan jedhu seenaan jiraa jedha. Balaa isaan fidan*
 192 *kanadha. Ok what was the consequence of the Oromo population eh movement? Hii, the*
 193 *consequence, the major consequence, Maal fidee dhufe sochiin ummatni Oromoo godhe?*
 194 (Silence for 8 sec). One, anybody who is trying to answer? The consequences, able to the
 195 Oromo people able to settle in new area. *Maaliree likkiidha kaa lafa haaraarra qubachuu*
 196 *danda'era ummatni Oromoo. This is the consequence of Oromo population movement in*
 197 *the sixteenth century, the other? Kan biraa namni itti naa dabaluu, tokko, tokko duwwaa,*
 198 *consequence. With a different things. Isaan kun warra gurguddaadha. Ummatni*
 199 *hedduun akka inni wal baru godheera. Ummatni Oromoo lafa haaraa qabate akka*
 200 *qabatee jiraatu godhe, kanuma, kanuma wanti guddaan. Ilaa asitti waajjedheen ture sila.*
 201 *Warri Sumaalee keessaa niba'an. Ilaalaa inni Keeniyaa keessaa formed permanent*
 202 *settlement jedha. Ilaa, ilaa kunooti, settled in new areas. Lafti Keeniyaa keessaa amma*
 203 *ummatni Oromoo qabatee jiru kun [riizaaltii] sanaati, konsekwensii sanaati. It was the*
 204 *consequence of this movement. Utuu yeroo sana socho'ee Keeniyaa keessa dhaquu baatee*
 205 *lafa amma Keeniyaa keessa jiru hinqabataa? Hinqabataa Keeniyaa keessaa,*
 206 SS: *Hinqabatu*
 207 T2: *Hinqabatu, utuu Sumaalee keessaa ariyanii baasuu baatanii, lafa Sumaalee sana keessaa*
 208 *qabatee irruma jiraata mitii hamma yoonaatti? Har'asimmoo Itiyoophiyaa keessa*
 209 *kallattii lamaan deemee jenna: kallattii lamaan. Baarentuun Kaaba ba'aatiin gore. Innis*
 210 *hamma Wallootti deeme, southern Kaaba Walloo jiraate. Hamma southern Tigiraayittis*
 211 *deemeera. Inni kaanimmooyii southwest direction, southwestern direction means Anfilo*
 212 *and Dembi Dolo areas, hamma Anfillootti southwestern Itiyoophiyaatti warri deeman.*
 213 *Akka kanattiin naannoon dura Oromoodhaan hinqabamin lafti haaraan Oromoodhaan*
 214 *setildii ta'an. Har'a OROMIA KILIL jennee kun uumamuu kan danda'e baballina yeroo*
 215 *sanaarratti hundaa'eeti. Utuu baballinni kun hinjiraannee daangaan oromiyaadhaa*
 216 *ammaa har'a arginu ballaan kun hamma kanaa hinga'u Madda Walaabuu biratti*

- 217 *wussinii ta'ee hafa waan ta'eef.* Reason for the success, reason, reason for the success.
- 218 *Akka inni bakka ga'uuf kan gargaaremmoo maayinni?* Reason for the...?
- 219 S: *Sirna Gadaatti gargaaramuu isaaniitu bakkaan ga'e.*
- 220 T2: Exactly, *Gadaa* system provided them well organized military system, well organised
- 221 military and good use of, *tokko kanadha*, good use of horses in *Gadaa* system, *baay'ee*
- 222 *gaariidha, tokko kanatu gargaare jechaadha. Sochii inni jaarraa kudha ja'affaa lafa*
- 223 *dhaqee qabachuu barbaade sana qabatee akka inni taa'u isa godhe. Namni ofirraa adda*
- 224 *utuu isaan hindeebisin, isa Sumaalee duwwaadha kan jalaa gufate. Iddoo hundumaa*
- 225 *irratti [saksiidii] godheera. Kan akka inni bakka ga'u godheef tokko leenjii sirna*
- 226 *Gadaa keessatti fardaan leenji'uun* military [organaayizeeshinii] *iddoo guddaa*
- 227 *qabachuu isaati, bu'aa buuseera.* Military organisation. *Sila waan tokko dubbadheera.*
- 228 *Oromoo muuvimentii isteejii tokkoffaa nagaadhaan adeemsise, isa lammaffaarratti*
- 229 *humnatti fayyadameeran isiniin jedhe, humna, humna,*
- 230 S: *Konsekweensii gararraa, kuunnooti gajjallaa, kuunnoo achi hafe, gararraa, eeyyee.*
- 231 T2: *Ihi, kana niyaadattu yennaa ta'e, foorsiin kun egaa tokko fardaan adeemu waan ta'eef*
- 232 *military [organaayizeeshiniin] Gadaa [siistemii] keessa ture isa gargaare. Bakka inni*
- 233 *dhaqerraa namni isa deebisuu hindandeenye jechaadha. Tokko kana; kan biraa namni*
- 234 *himu, kan inni fide?*
- 235 S: Societal participation
- 236 T2: Hii, societal, societal what say it again.
- 237 S: Societal participation
- 238 T2: Societal participation you mean. Highly participation of the Oromo, *likkiidha hundumatu*
- 239 *hirmaateera, ummatni Oromoo yeroo sana namni ga'eessa ta'e hinuma hirmaate. Sirna*
- 240 *Gadaa, Gadaa gireedii sana keessa namni irratti intinii ta'eera, kunis gargaareera. Ilaa*
- 241 *[yuuniitiin] waan inni qabu, ANDINET HAYIL NEW jedha mitii? Akkuma isheen amma*
- 242 *jettee hirmaannaa ummatni Oromoo yeroo sana qoqqooddaa tokko malee waraana sana*
- 243 *yookaanimmoo baballina sana irratti hirmaannaa inni godhate lafa humna barbaadutti*
- 244 *humna, dargaggoonni waraana lafa barbaachisetti waraana keessatti hirmaachuudhaan*
- 245 *eh socho'uun isaanii akka sochiin jaarraa kudha ja'affaa bakka ga'u godheera. Inni*
- 246 *biraahoo, Maammush itti dabaltaa ati?* Would you some, add some?
- 247 S: Large scale participation
- 248 T2: Large scale, *kanuma keessatti fudhanna.* Large scale participation of the community of the
- 249 Oromo people, large scale, *isuma mitiiree?*
- 250 S: *Eeyyee*

251 T2: *[Laarji iskeeliin] baay'inaan keessatti hirmaachuu ummataa jechaadha. Kanaaf*
 252 *ummatni lafa haayilii barbaadetti baay'inaan irratti hirmaatee [laarji iskeeliidha]*
 253 *jechuudha. ISHI kan biraa. Eh laarji iskeeliin inni isheen amma jettee karaa biraatiin itti*
 254 *fayyadamna.* Large scale, large scale, large scale movement jennaan, movement. That
 255 means very difficult to stop such kind of movement, difficult to stop. *Akkuma galaanaati*
 256 *jedhaam.* We have seen last time the movement of the Afar and the Somali people. It is in
 257 a small scale. It is I mean simple and can be stopped. But the Oromo population movement
 258 was very vast, very great, very large scale and difficult to stop. Large scale means difficult
 259 to stop. *Eenyuyyuu dhaabuu hindandeenye kan gaafa Afirika keessatti,* to stop, large
 260 scale movement difficult to stop. Another consequence is a wide use of horse we have said.
 261 The presence of adoption, yes, the presence of adoption. *Attamitti gargaare kunimmoo*
 262 *ijoolle?* Ok adoption, adaptation. *Attamitti gargaare kun? Adoption guddifachaa*
 263 *jechaadha.*

264 S: *Yeroo baballifatan sana bakka addaddaafi ummata addaddaa ofitti dabalataa deeman.*

265 T2: Thank you very much, very good answer. Eh when adapting new people, to its community
 266 the Oromo people has given a great respect, gave citizenship instead of converging him into
 267 slavery. WEDE BARINET KEMEKEYER, *ummata guddifate, ummata ofitti fudhatu*
 268 *fudhateetu Oromoo taasisaa jenne. Kunimmoo maayinni Oromoo jaallachiisa malee*
 269 *Oromoo namni akka baqatu hingoone. Gargaareera waraana kana. Ummata dhaqee*
 270 *bira ga'ee naannoo qubate sanatti of taasisa sana deebisee waraana isa fuulleffate*
 271 *wajjiniin waraaneera. Waraanarrattu gargaareera jedha iddoo addaddaatti. Kanaaf*
 272 *addoopshiniin utuu garbummaatti jijjiira ta'ee namni ummata Oromootti hindabalamuu*
 273 *nibaqata malee. Garba nigodha jedhee baqata.* BETOR MEDA YEMAREKEWN HULU
 274 WEDE BARINET AYIKEYIRIM INDE LELOCHU NEGESTAT MAN NEW,
 275 MENGISTAT. *Oromoon [yuuniikiidha] taariikiin isaa seenaan isaa, gammachiisuuf ofitti*
 276 *jijjiiree lammummaa kennaaf. Kun ummata kamiin gammachiisee, inni dhufe ummata*
 277 *Oromootti galu lammummaa argata Oromoo bukkee dhaabbateetu ballina adeemsifamu*
 278 *keessatti lola barbaachiserratti hirmaata. Kanaaf akka inni bakka ga'u kan godhe*
 279 *keessaa tokkommoo seerri yookaanimmoo inistiitiyuushiniin Oromoon qabu kanadhaa*
 280 *jechaadha. Ina waa'ee ummata Oromoodhaa kanumaan xumurra. [Chapterii] isa itti*
 281 *aanu dubbisaa kottaa chapter [siksii] fuula nayaadachiifte mucaan kun.* On page one-
 282 hundred-thirteen up to one-hundred-fifteen, you will have review question three, review
 283 question, no, no not three review question five roman number I, II. You do in a group.
 284 *Namni kudhan waraqaa tokko naaf kenna jechaadha.*

- 286 SS: Seventy-one
- 287 T2: Seventy-one. The last group will be 11. *Kudhan kudhaniin hojjedhaa.*
- 288 S: *Bara Oromoon baballifataa ture yoo namni garee isaa ta'e waraanarratti hirmaachuu*
- 289 *dide wanti kan biraa wanti irra ga'u jiraa?*
- 290 T2: *Jechuun lammiin isaa yoo dide jechaa keetii?*
- 291 S: *Eeyyee*
- 292 T2: *Lammiin isaa waraanarratti hirmaachuu didaa?*
- 293 S: *Gareedhuma isaa keessaa yoo hirmaachuu didee.*
- 294 T2: *Garee isaa gaafa jettu lammii Oromoo keessaan jedhe?*
- 295 S: *Eeyyee*
- 296 T2: *Wanti tokko wanti irratti fudhatamu hinjiru lammummaatu kennamaaf jenne malee eh*
- 297 *waraana waraanu duwwaadhaan miti lammummaan kan inni kennamuuf. Erga*
- 298 *Oromoo ta'eemmoo haalli jiruufi aadaan jiruyyuu isa hinteessisuu wanti akkasii*
- 299 *Oromoo, namni tokkichi isaa waadidee ummata sana biraa hafe jiraachuun itti hintolu*
- 300 *waan ta'eef, wanti akkasii badaayyuu hinmul'atuu ani alaan dhufee waraanarratti*
- 301 *hinhirmmaadhu kan jedhu hinjiru, mitii yaadni kee?*
- 302 S: *Eeyyee*
- 303 T2: *Aayi wanti irratti fudhatamu hinjiruu garuu wanti akkasii hinjiraatu akka aadaa yeroo*
- 304 *sanaatti jiraata malee namni qofaa isaa [yuuniikii] ta'ee jiraate waayyuu irra hinga'u,*
- 305 *maaltu irra ga'a? No History has been written on this situation. Seenaan kanatu irra*
- 306 *ga'aa kan jedhu hinjiru.*

Lesson II

School Name: Biftu Nekemte *High School*; **Date of Observation:** 06/05/11; **Duration:** 34 Minutes

- 1 T2: Ok where did we stop our discussion last time? Who can try to who can try to summarise
- 2 what we have seen last time? Who can try? Who can try to summarise the previous
- 3 lesson? Kenna?
- 4 S: Zemene Mesafint
- 5 T2: Good, Zemene Mesafint.
- 6 S: Era of Regional Warlord.
- 7 T2: Era of Regional warlord. This era of regional war lord or Zemene Mesafint covered the
- 8 period of Ethiopian History from year blank to blank year.

- 9 S: From eighteen sixty-nine up to eighteen fifty-five.
- 10 T2: Yes from seventeen-sixty-nine up to
- 11 SS: Eighteen fifty-five.
- 12 T2: Eighteen fifty-five. Ok what happened in seventeen- sixty-nine? What happened in
13 seventeen-sixty-nine?
- 14 S: In seventeen-sixty-nine, Ras Michael became the leader of Tigray and the king the last ruler
15 of Gonder Iyoab.
- 16 T2: Ok in seventeen-sixty-nine the Tigrian warlord Ras Michael was assassinated or killed not
17 the last ruler, king Iyoab. Therefore, this period was the period was the powerful regional
18 lords undermined or rejected the monarchy which is known as Iyoab. And the assassination
19 of this monarchy led to the beginning of new era which is known as Zemene Mesafint. Ok
20 from –from seventeen-sixty-seven up to sixty-eight, sixty- eight four straggles took place
21 between the troop of what and what, Hawi? For straggles took place between groups of
22 blank and blank.
- 23 S: Between Walo and Lasta.
- 24 T2: Walo and Lasta or Quara?
- 25 SS: Quara.
- 26 T2: Walo and Quara. Just who was the representative of Walo political groups? Who was the
27 representative of Walo political groups? Pleas, all of you try to take part. Who was the
28 representative of Walo political sanction? Walo?
- 29 S: The wife of Iyasu second.
- 30 T2: Yes the wife of Iyasu second or Wubit, Wubit the representative of Walo political groups.
31 She was the wife of Iyasu the second and the mother of mother of Iyoas, Iyoas. The Walo
32 political sanction was represented by this woman. On the other hand who was the
33 representative of Quara? Ok.
- 34 S: Itegie Mintiwab
- 35 T2: Nice, Itegie Mintiwab. She was the wife of Bakafa and the mother of
- 36 SS: Iyasu
- 37 T2: Iyasu the second. These two womans are the representatives of the two political sanctions
38 respectively. Just it was Itegie Mintiwab it was Itegie Mintiwab who got political power
39 basis for the Walo Oromo by arranging what, by arranging hi by arranging, ok.
- 40 S: Political marriage
- 41 T2: Nice, political marriage between what and what?
- 42 S: Iyasu the second

43 T2: Iyasu the second and
44 SS: And Wubit
45 T2: Between Iyasu the second and Wubit from the Walo Oromo family. By arranging this
46 political marriage she shared or gave power basis to the Walo Oromo. What was the main
47 intention of this political arrangement between the two groups? For what purpose Itegie
48 Mintiwab arranged this marriage relation, Hawi? To get what
49 S: To get military support
50 T2: To get military support from the Walo Oromo family. To get military support or take from
51 the Walo groups she arranged political marriage between the two groups. But gradually we
52 have seen the Walo groups began to enjoy the leading or the influential in the political
53 system and affecting her supremacy. And these crises or conflicts began between the two
54 groups. She went to look for supports from any strong personalities we have said. And since
55 the powerful person of the time was the Tigrian warlord which is known as
56 S: Ras Michael.
57 T2: Ras Michael Seul. And to control the situation Mintiwab invited him in eighteen-seventy-
58 eight to Gonder. Michael Seul accepted her invitation and restored peace and order we have
59 said. As he reached Gonder, Michael Seul ordered by the monarchy Iyoas to go back to his
60 power basis we have said. Refusing his order Michael assassinated him in seventeen-
61 seventy, in seventeen-seventy
62 S: Nine
63 T2: Nine. And from seventeen- sixty-nine up to up to seventy-one who served as king maker of
64 Gonder? New hand new hand, especially from this line. From seventeen-sixty-nine to
65 seventy-one who served as king maker of Gonder during Zemene Mesafint?
66 S: Gebre Kusa
67 T2: Gebre Kusa? Ok another, another?
68 S: Michael Seul
69 T2: Michael, yes Ras Michael Seul served as king maker of Gonder from seventeen-sixty-nine
70 up to seventy-one. However, Michael Seul was opposed by the different regional warlords
71 of Walo, Gojjam and Lasta. Eh I think we have seen until this. Ok Michael Seul was later
72 opposed by the regional warlords of what, what?
73 SS: Walo
74 T2: Walo
75 SS: Gojjam
76 T2: Gojjam

77 SS: Lasta

78 T2: And Lasta. These three regional warlords made alliance or made unity together against

79 Michael Seul we have said. And in same year in seventeen-seventy-one they were defeated

80 at the battle of what? Try please. The three regional warlords defeated Michael Seul at the

81 battle of

82 S: Woyina Dega

83 T2: Woyina Dega, Battle of

84 S: Sabra Kusa

85 T2: Sabra Kusa, at the battle of Sabra Kusa. The three regional warlords of Walo, Gojjam and

86 Lasta defeated Michael Seul at the battle of Sabra Kusa. And after this battle he was forced

87 to go to his power basis to Tigray and ruled over there until his death of seventeen-eighty.

88 He ruled over Tigrian for nine years. But the defeat of Michael Seul never brought peace

89 and order until the coming to power of

90 SS: Ras Ali Guangul

91 T2: Ras Ali Guangul. Who was Ras Ali Guangul, who was Ras Ali Guangul, who was Ali

92 Guangul, new hand. Who was Ali Guangul? New hand new hand Ok

93 S: In seventeen-eighty.

94 T2: I am not asked you the year. Who was Ali Guangul? Kenna,

95 S: Ali Guangul was the founder of Yeju dynasty.

96 T2: Nice, he was the founder of Yeju dynasty or Woreshe dynasty in seventeen-eighty-six.

97 Therefore, Ali Guangul was the founder of Yeju or Woreshe dynasty in eighteen-seventy-

98 six. And Yeju dynasty dominated the northern politics until middle nineteen century we have

99 said, until middle nineteen century. I think you took note s until this point. Yes who was the

100 prominent ruler of Yeju dynasty? Who was the strongest, the strongest leader of the Yeju

101 dynasty? Who was the strongest ruler of Yeju dynasty? Ok, *ishee kana*.

102 S: ***Raas Gugsaadha***

103 T2: Ras Gugsaa nice Ras Gugsaa. Ras Gugsaa was the strongest ruler of Yeju dynasty. Gugsaa was

104 from Yeju dynasty consolidated or strengthened his power during its strongest ruler which

105 is known as Ras Gugsaa who became the leader of Yeju from seventeen-twenty-five up to

106 SS: Eighteen twenty-five

107 T2: Up to

108 SS: Eighteen-twenty-five

109 T2: ***Maaliif?*** Eighteen twenty-five up to twenty-eight.

110 SS: No, it is from eighteen- zero-three

111 T2: Eighteen-zero- three, eighteen-zero-three up to

112 SS: Eighteen-zero-three.

113 T2: Nice. Just Ras Gugsa eh Ras Ali the second not Ali the second, Ali Guangul ruled from

114 seventeen-eighty-six up to eighteen-zero-three. Just the two Tigrian warlords Ras

115 Weldeselassie of Inderta and Dejazmach Sebegadi tried to resist the Yeju political

116 domination in the north. However, the ruler of Yeju, Ras Gugsa tried to neutralise them

117 through what and what, through political and diplomatic or through political and marriage

118 relations, he was able to neutralise them through these mechanisms. And also the

119 Gugsa's military and diplomatic skills helped him exercise his power over the regional

120 lords of Walo, Lasta, Gojjam, Dembia, Fogera, etc. *Kana darbitanii hinfudhanne mitii*

121 *amma?*

121 SS: *Hinfudhanne.*

122 T2: No matter, I will give you later. Just next to Ras Gugsa, next to Ras Gugsa the known ruler

123 or leader of Yeju dynasty was his son and successor Ras Yimam, Yimam who ruled from

124 twenty-five, eighteen-twenty-five up to twenty-five up to twenty-eight. The leader of Yeju

125 dynasty after Ras Gugsa was the son and successor of, and successor of Ras Gugsa, Ras

126 Gugsa. The next Yeju ruler was Ras Mariye, Mariye who ruled from eighteen-twenty-eight

127 up to eighteen-thirty-one. Ok during the rule of or the reign of Mariye the Tigrian warlords,

128 Dejazmach Sebegadi decided to bring the end of Yeju political domination. During Mariye

129 during Ras Mariye the Tigrian warlord the Tigrian warlord Dejazmach Sebegadi, Sebegadi

130 decided to bring an end to the Yeju political (15 sec) domination. And this led to the battle

131 of May islabads. This led to battle of May islabads which fought which fought in eighteen

132 thirty-one in western Tigray near debreabay, debreabay western Tigray. At this battle at this

133 battle at this battle eh the Tigray ruler Dejazmach Sebegadi and Ras Mariye lost their lives

134 at this battle at this battle, the two rival kings rival kings lost their lives were lost their lives.

135 But the final victory the final victory achieved by a Yeju family Yeju dynasty, dynasty.

136 And the last ruler of Yeju dynasty was Ras Ali the second Ras Ali the second, Ali Alula

137 (writing for 1.30 sec). Ok this is especially the dominance of political dominance of the

138 Yeju dynasty or family from seventeen-eighty-six up to eighteen-fifty-three. During this

139 time the Yeju were ruled by different personalities consecutively. Especially during the

140 Yeju leaders of Ras Gugsa the Yeju dynasty reach its strength or they strengthened or

141 consolidated their power during the strongest ruler which is known as Ras Gugsa. The

142 second one is Ras Yimam the next one is Mariye and the last Yeju leader was known as Ras

143 Ali Alula or Ali the second. Ok now try to do classwork or group work, group work

144 (writing for 3.30 min). Ok try this by arranging group work by arranging group work. Ok
 145 then discuss together according to your seating arrangement. Just write the leader of Yeju
 146 dynasty from the beginning up to the end of its political domination which means according
 147 to their sequences according to their coming to power from one after another. The second
 148 question is the Tigrian warlords that resisted the power of Ras Gugsa were blank and
 149 blank, the two Tigrian leaders. The third question is in fifteen eighteen-fifty-three Kasa
 150 Sahilu defeated the last ruler of Yeju dynasty at the battle of blank. And the last question is
 151 the period of Zemene Mesafint was come to an end with the coronation of blank.
 152 According to your seating arrangement please, try to exchange your idea. Speak loudly
 153 while you are discuss together. Ok discuss together by forming group quickly (silence for
 154 38 sec) Ok now stop writing and start discussing the question which is written on the
 156 blackboard. No need of writing read from the blackboard. ***Gabateerraa dubbisuu***
 157 ***dhiisaatii tokoo tokkoo isaarratti yaada keessan wal jijjiiraa.***
 155 SS: (A sample group). The leader of Yeju dynasty from seventeen-eighty-six up to eighteen-
 156 zero-three was Ali Guangul. The second one is Ras Gugsa, the third one is Ras Ali the
 157 second, the third one is the son of Ras Gugsa, Ras Yimam. Number ***[waanii]dha kun.*** The
 158 third one is the son of Ras Gugsa, Yimam. The two Tigrian warlords that resisted the power
 159 of Ras Gugsa were Dejazmach, Dejazmach Sebegadi in fifteen-fifty-three Kasa Sahilu
 160 defeated the last ruler of in fifteen in eighteen fifty-three Kasa Hailu defeated the last ruler
 161 of Yeju dynasty at the battle of Ayeshal in eighteen-fifty-three. Number three, number
 162 ***[thriin] jechuudha,*** at the battle of Ayeshal. The period of Zemene Mesafint was come to
 163 an end with the coronation of dash. The last on is the period of Zemene Mesafint was
 164 dominated an end with the creation of the creation of... ***yeroo nuuf dabalee?*** The period of
 165 Zemene Mesafint was came to an end with the creation of creation of Ras Michael Seul
 166 from Tigray and defeated Iyoas, Iyoas in seventeen-sixty-nine. From this the Zemene
 167 Mesafint was made. This is this all the last one. The last one is this (15 sec).
 168 T2: Ok ***barreessuu keessan dhaabaatii mee achumarraayyuu dubbisaatii tokkoo tokkoo***
 169 ***isaarratti yaada keessan wal jijjiiraa. Hinjalqabnee isin ammayyuu, hii?*** Ok hurry up.
 170 ***Waliin mariyadhaa, yaada keessan walii hira. Yaada keessan wal jijjiiraa. Sagalee***
 171 ***keessan ol kaasaatii, jedhaa. Ka'iitii warra kaanitti dabalamii maaf qofaa teessa ka'i.***
 172 ***Kottu as, ishii walitti galagalaakaa. Walitti naanna'aa isinis.*** Exchange your ideas. ***Yaada***
 173 ***keessan wal jijjiiraa. Asirratti kana, kana jedhaatii.*** Ok have you finished? (Discation for
 174 1.25 min)
 175 SS: No

176 T2: Ok continue

177 S: Teacher, teacher the last one.

178 T2: The period of Zemene Mesafint was came to an end with the coronation of coronation. Share
179 your idea with each other (discussion for 2.20 min). Ok who can try to reflect? Who can try
180 to reflect, Kenna?

181 S: The ruler of Yeju dynasty the first one is Ali Guangul.

182 T2: Ali Guangul, nice.

183 S: The first one is Ras Gugsu or the strongest ruler of Yeju dynasty was Ras Gugsu.

184 T2: The strongest ruler of Yeju dynasty was Ras Gugsu, ok enough for you, another, another.
185 Who can answer the third question the third question, the third question? The two Tigrian
186 warlords or regional warlords were blank and blank. Who can try this question? Eh what
187 and what?

188 S: Dejazmach Sebegadi and

189 T2: Dejazmach Sebegadi and

190 S: Ras Weldeselassie

191 T2: Nice, Ras Weldeselassie of Inderta. These are the two Tigrian rulers which resisted the
192 power of Ras Gugsu. Ok the next question is in eighteen-fifty-three Kasa Hailu defeated the
193 last ruler of Yeju dynasty at the battle of it says, Hawi, battle of?

194 S: Ayeshal.

195 T2: Ayeshal. And this battle marked the end of Yeju political domination in the northern
196 Ethiopia. Ok the next question is the period of Zemene Mesafint came to an end with the
197 coronation of emperor blank. Who was responsible for the end of Zemene Mesafint?

198 S: Iyoas

199 T2: Iyoas, he was responsible for the beginning not for the end of Zemene Mesafint.

200 S: Michael

201 T2: Michael, no. Another?

202 S: Ali Guangul

203 T2: Another hi ok.

204 S: Ras Mariye

205 T2: No

206 S: Emperor Tewodiros

207 T2: Ok Ras Emperor Tewodiros the second he said, Tewodiros the second. If you have any
208 question. Regarding today's discussion you can ask if you have any question which is not
209 clear for you. No.

210 S: What is may Islamabad?
211 T2: May Islamabad .This is the title field the two rival kings or rulers were lost their lives. The
212 leader of Tigrians which is known as Dejazmach Sebegadi and Ras Mariye who fought
213 each other at this battle. And in the battle the two forces or the two leaders were killed or
214 lost their lives. But the final victory was to the Yeju dynasty. This is the battle field or
215 place where located in the western Tigray near the Debreabay. Is it clear for you now,
216 another, another? Ok if you have no question, it is clear for you is that not?

Lesson III

School Name: *Biftu Nekemte High School*; **Date of Observation:** 17/05/11; **Duration:** 37 Minutes

1 T2: Ok *dabtara keessan baasaa*.
2 S: *Dabataran dhaqee fudhadha*.
3 T2: *Dhaqii fudhadhu*. Ok before starting our today's discussion who can try to remind our
4 previous lesson? From the class, who can try? Who can try new hand new hand new hand,
5 the previous discussion, no one? Ok. ISHI
6 S: Zemene Mesafint
7 T2: Ok Zemene Mesafint eh. What does Zemene Mesafint mean?
8 S: Zemene Mesafint started in seventeen-sixty-nine
9 T2 In seventeen-sixty-nine it started and when it last ended?
10 S: It ended in seventeen-seventy-one.
11 T2: Seventeen-seventy-one? Eighteen-fifty-five. What are the major features of Zemene
12 Mesafint? What are the major features of Zemene Mesafint? What are the major features of
13 Zemene Mesafint, hi? Zemene Mesafint was characterised by. Ok *yeroo darbe ilaalleerraam*
14 *haaraa miti. Isuma yeroo darbe ilaalle sana*. Zemene Mesafint is characterised by. ISHI say
15 one thing what are the major features of Zemene Mesafint? Hii, speak loudly.
16 S: Ras Seul
17 T2: Ras, ok another? Hawi, Hawi, what are the major features of Zemene Mesafint?
18 S: The warlord.
19 T2: Ok warlord. Ok just last time we have seen especially the major features of Zemene
20 Mesafint like the decline of the imperial governments the strength of regionalism instead of
21 the central governments. The decline of commerce the collapse of economy especially
22 agricultural products decline due to frequent war we have said. These and other are the
23 major features of Zemene Mesafint that we have seen last time. And also we have seen the
24 Yeju dynasty, Yeju dynasty, Yeju dynasty was otherwise known as

25 S: The Woreshe dynasty

26 T2: Woreshe dynasty. Who was the founder of this dynasty? Who was?

27 S: Ali Guangul

28 T2: Ali Guangul or Ali the first or Ali the great. And this dynasty strengthened its power during

29 its strongest ruler which is known as

30 S: Ras Gugsu

31 T2: Ras Gugsu. Who was the last ruler of Yeju dynasty? Who was the last ruler of Yeju dynasty, hi?

32 S: Ras Ali

33 T2: Ras Ali

34 S: Alula

35 T2: Ras Ali Alula or Ras Ali the second who defeat by Kasa Hailu at the battle of Ayeshal in

36 eighteen fifty-three. And today just pick out your exercise book we will see the southern

37 states. People and states of eh people, peoples and states, states in southern, southern,

38 western, central and eastern parts of Ethiopia, regions of Ethiopia (writing for 20 sec). Ok

39 who can try to mention peoples and states which existed or found in southern part of

40 Ethiopia? What are the major states peoples which found in southern part of Ethiopia? There

41 are different states especially let we take and made it a group discussion together over these

42 states. Which, which states found or located in southern part of Ethiopia? By forming group

43 discuss or exchange your ideas once. Hurry up. What are the major states which found in

44 southern part of Ethiopia? *Dafaa kaa. Mootota kibba Itiyoophiyaa jedhamanii beekaman*

45 *eenyu eenyufaadha isaan, yookaanimmoo ummattoonni?* What are the major states

46 which found or located in southern part of part of Ethiopia? *Yaada keessan wal jijjiiraa mee*

47 *kanarratti. Kanaan duras ilaalleerraam. Tooppikii kanaan duraa keessadha malee waan*

48 *kun haaraa miti.* What are the major peoples and states which located in southern part of

49 Ethiopia? *Yaada keessan wal jijjiiraa wal ilaaluu dhiisaati. Kana, kana jedhaatii.* Hurry

50 up. *Hirmaannaa keessan sagalee keessan ol kaasaatii yaalaa mee yaada keessan wal*

51 *jijjiiraa, waanuma isinitti fakkaate jechaadha. Tigiraayis hata'uu yookaanimmoo*

52 *ummata Tigirees hata'uu Amaaras hata'uu waan isinitti fakkaate kana jedhaa itti*

53 *dhufnaa. Barreessuu dhiisiitii warra kaanii wajjin yaada kee wal qabsiifadhu.* Extend your

54 ideas clearly, don't afraid. Ok *giruuppaa kana keessaatii luukiiratti barreessitee situ ka'ee*

55 *ibsa booda. Isuma kanaan dura ummattoota kibba Itiyoophiyaa jettanii maal, maal jettanii*

56 *barattan jechaadha wanta biraa keessa hingaltan itti dabaltanii. Asiiis jedhaa. Yaada*

57 *keessan wal jijjiiraa oluma kaasaatii rakkoo hinqabuu Oromiffaanis yoo ta'e Ingiliffaan*

58 *kan dandeessaniin,* no matter (discussion for 2.12 min)Have you finished?

59 SS: No

60 T2: Ok continue (discussion for 1.6 min). *Kana booda isheenimmoo kaatee dubbatti. Wanta inni sitti himu sirriitti yaada irraa dhaggeeffadhu kaatee ibsita.* Have you finished? Who

61 can try to reflect the answer for the given question? Who can try?

62

63 S: Keffa

64 T2: Ok Keffa

65 S: Wolayita

66 T2: Wolayita

67 S: Guragie

68 T2: Guragie, another.

69 S: Gonder

70 T2: Gonder, continue

71 S: Somali

72 T2: Somali

73 S: Kenya

74 T2: Kenya

75 S: Walo

76 T2: Walo, ok nice.

77 S: Afar

78 T2: Afar

79 S: Tigray

80 T2: Tigray ISHI ok, don't laugh.

81 S: Dawaro

82 T2: Dawaro, ihi

83 S: Jimma

84 T2: Jimma

85 S: Keffa

86 T2: Keffa

87 S: Wolayita

88 T2: Wolayita

89 S: Inariya

90 T2: Inariya and etc. The major states which located in the southern part of Ethiopia like we

91 said we have mentioned on the blackboard that was like Keffa like another states which

92 found around this region is Wolayita, Dawaro, Gammo, Gofa,

93 S: Yemen

94 T2: Not Yemen, Yen, Kulo Konta, Hadiya, etc. All these are some of people and the state which
95 found in southern parts of Ethiopia region. For example, let me see first Keffa. Keffa,
96 especially located in south western part of Ethiopia, in south western part of Ethiopia. Was
97 located, located in south western part of Ethiopia. Ok these states had been independent
98 states for a long period of time. It had been it had been an independent state in western part
99 of Ethiopia for long period of time. Eh until it was captured by the Minilik forces in
100 eighteen-ninety-seven. This state did not attacked by any other power. She defended or
101 resisted the external power from the area until eighteen-ninety-seven until eighteen-ninety-
102 seven. And these states used a title which is known as Kao, Tato, Tato. Eh Tato. Keffa
103 resisted Keffa resisted or challenged the Oromo pressure, pressure from the area for three
104 successive century successive century for three successive, century. So this is an official
105 title is a royal title, royal title which used by Keffa kings or kings of Keffa, kings of Keffa.
106 The other one is the other one is Mikiricho, Mikiricho. This is a council of or a council,
107 council of advisors, the advisors that controlled advisors of Keffa that controlled the
108 political authority, political, political authority of Tato, Tato. The next one is this title or
109 Tato introduced from neighbouring states which is known as Inariya. Tato introduced from
110 neighbouring states Inariya, introduced to Keffa, Neighbouring states. Ok eh Keffa we have
111 said the southern states of Ethiopia, especially which is fixed to the southern part of Ethiopia
112 and these states remained independent or unincorporated state until it was incorporated into
113 Minilik state in eighteen ninety-seven eighteen-ninety-seven before this is before nineteen-
114 seventy-nine before eighteen-ninety-seven, she did not incorporated into or she did not
115 attack by any other states. She remained independent until eighteen ninety-seven. But by
116 eighteen-ninety-seven she attacked by the Minilik invading forces in nineteenth century
117 especially at the end of nineteenth century. And the last ruler of Keffa was known as Tato
118 Gaki Sericho. This ruler of Keffa captured by Minilik invading forces in eighteen ninety-
119 seven. And this indicated the final incorporation of Keffa into Minilik Empire of Ethiopia.
120 What is the economy especially the basic economy of Keffa? What is the economy the basic
121 economy of Keffa? What?

122 SS: Trade and agriculture

123 T2: Trade and agriculture. The basic economy of Keffa people is trade and agriculture. And she
124 had strong relation with the neighbour Oromo states and Shoa. Ok now let me ask one
125 question. What does mean Tato, Tato and Mikiricho? Ok, one try to discuss over this
126 question. What does mean Tato and Mikiricho? What does mean Tato and Mikiricho? *Mee*

127 *gareedhuma keessan uumaatii kana attamitti hubattan*, Tato and Mikiricho. How you
128 understand this sentence, this word. *Jedhaa akkuma teessanitti, akkuma taa'umsa*
129 *keessanitti yaada keessan wal jijjiiraa yaalaamee, dafaa kaa. Iddoo tokkoo*
130 *barbaaddadhuu taa'ii yaada wal jijjiiri, ka'i kaa, qofaa kee maaliif teessa? Isammoo itti*
131 *jedhi kaa gurra kee itti qabi. Dafaa kaa, dafaa kaa yeroo keenya yeroo keenya*
132 *ajjeestanii dafaa. Abbaan barbaaden gaafadhaa ilaa hundi kee itti qophaa'i. Jedhaa kaa*
133 *irratti haasa'aa barreessuu qofaa miti.* Hurry up (silence for 48 sec).Ok have you
134 finished? Who can try to explain the two terms? Who can try to explain the two terms?
135 What does mean Tato? Who can try? *Harka haaraa harka haaraa* ok ISHI.

136 S: The title of Keffa.

137 T2: Tato ok another, another, ok ISHI.

138 S: Tato is Keffa kings

139 T2: Tato is Keffa kings other group who can correct her? What does Tato mean? This Tato is
140 the ruler of Keffa? Ok ISHI *ati. Jedhi kaa. Hi Birii hinyaatin. Ok ISHI taatoo jechuun*
141 *maal jechaadha akka hubattetti?*

142 S: The royal title

143 T2: *Hii*

144 S: The royal title

145 T2: The royal title?

146 S: The royal title which is used by

147 T2: Which is used by?

148 S: Keffa kings

149 T2: Keffa kings, nice. Ok ISHI what does Mikiricho mean? Ok ISHI

150 S: A name of title

151 T2: Mikiricho? Ok ISHI my sister try.

152 S: Council advisors of Keffa.

153 T2: Hii? Council advisors of

154 S: Keffa

155 T2: Keffa which controlled what?

156 SS: The political authority

157 T2: The political authority of

158 SS: Tato

159 T2: Ok Tato. Eh who was the last ruler of Keffa?

160 S: Tato

161 T2: Tato, Tato Gaki Sericho Tato Gaki Sericho. This is the title not the leader. Tato Gaki
 162 Sericho was the last ruler, ruler of Keffa in eighteen-ninety-seven, in eighteen-ninety-seven.
 163 And this is the year of ninety-seven marked the final incorporation of Keffa into Minilik
 164 Empire. This marked the final incorporation, the final incorporation of Keffa into Minilik
 165 Empire, empire. It indicates the final incorporation of Keffa into Minilik Empire. Ok let me
 166 proceed to Wolayita, Wolayita.

167 S: Mikiricho is a council or advisor of Keffa or Wolayita?

168 T2: A council or advisor of Keffa council or advisor of Keffa. Mikiricho is not kings it is
 169 advisory groups which controlled the title of Tato the political authority of Tato, especially.

170 S: Who is the first leader of Keffa?

171 T2: The first leader of Keffa the first leader of Keffa is still not mentioned not mentioned. Ok
 172 good question it is not mentioned another question? Before proceed to Wolayita.

173 S: Tato is a title name for Keffa?

174 T2: Keffa is a title of a title which is used by Keffa rulers. Do you know title means? Ya this is a
 175 title which is used by Keffa rulers not king. And this title is introduced or adopted from the
 176 neighbouring states of Inariya. Like this title another things which they accept from Inariya
 177 is Christianity. Christianity also steps to Tato introduced to this states from Inariya.
 178 Therefore you have to know two things as two things introduced to Keffa from Inariya.
 179 The title which is known as Tato and Christianity introduced into this region from Inariya.
 180 Ok another question another question, *hinjiruu*? (Silence for 25 sec). The next one is
 181 Wolayita. Wolayita is also the southwest states of Ethiopia and like that of Keffa she
 182 resisted the Oromo pressure from the area. It was also located, located in southern part of
 183 Ethiopia southern region of Ethiopia. It resisted it challenged the Oromo, Oromo pressure.
 184 The royal title or the official title of Wolayita was known as Kao, the official, official title
 185 of Wolayita. It is a title, which used by Keffa kings like that of Tato used by the ruler of
 186 Keffa. This is to Wolayita. And trade and agriculture is the basic economy of Wolayita,
 187 agriculture basic economy. Wolayita has commercial and political relation with Jimma and
 188 Keffa, Keffa, Jimma and Keffa. The last ruler of or the known leader of Wolayita was Kao
 189 Tona (writing note for 1.35 min). Ok this is shortly necessary toward necessary to see
 190 concerned Wolayita. Here one thing is makes the sense. The two states of southern part of
 191 Ethiopia Keffa and Wolayita especially the two resisted for a long period of time the Oromo
 192 pressure. They remained independent states for a long period without incorporating or

193 attacking by any other external enemy. Keffa we have said incorporated or annexed to
 194 Minilik Empire in eighteen-ninety-seven we have said. And before the incorporation of
 195 Keffa, or some years before the incorporation of Keffa Wolayita incorporated or attacked
 196 by Minilik invading forces until eighteen- ninety-four, eighteen-ninety-four. Therefore, the
 197 two states remained an independent for a long period of time. And the similarity is another
 198 similarity of the two states is there resistance or their challenge against the Oromo
 199 expansion during their expansion to different parts of the world especially the continent.
 200 The other one is Kao. This is the title of Keffa which used by Keffa rulers. And the second
 201 one is trade and agriculture is the basic or the major economy of Keffa, Wolayita. Wolayita
 202 has strong commercial relation with the neighbouring states especially Jimma and,
 202 S: Keffa
 203 T2: And Jimma and Keffa, Jimma and Keffa. And the known leader of Wolayita was known as
 204 ah Kao Tona who attacked by Minilik invading forces in eighteen-ninety-four. And this
 205 marked the end of Wolayita autonomy by the Minilik invading forces. Ok eh again let me
 206 ask you one question (writing for 1.40 min). *Amma yeroon keenya waan dhumeef*
 207 *isheedhuma kanarratti eewudha kan xiqqooshee daqiiqaa tokko daqiiqaa tokko isin*
 208 *jalaa godhe yeroon nu jalaa dhumeera waan ta'eef. Mee ishee kanarratti yaada keessan*
 209 *wal gargaaraa wal jijjiiraatii deebisaa.* When Keffa and Wolayita did were annexed,
 210 annexed by Minilik into Minilik empire or to Minilik empire? And second question as who
 211 was the ruler of Ethiopia who incorporated Keffa in eighteen-ninety-seven? Who
 212 incorporated Keffa into Ethiopian empire in eighteen-ninety-seven? *Dafaa kaa daqiiqaa*
 213 *tokkon isiniin jedhee yeroo itti hinlaatinaa.* Ok *dafaa akkuma teessanitti. Wal*
 214 *mariyadhaatii isuma amma ilaalaa oolledhaa* (silence for 15 sec). *Keessumaatii warri*
 215 *carraa takkaa hinargatin me jedhaa. Dafaa kaa barsiisaan dhufaa jiraa.* Ok who can
 216 try? Who can try to give answer to the first question?
 217 S: Keffa is given in eighteen-ninety-seven to Minilik second.
 218 T2: And what about Wolayita?
 219 S: Wolayita is in nineteen-ninety-four.
 220 T2 And what about the second question? Who can try the second question, Hawi?
 221 S: Minilik
 222 T2: Minilik
 223 S: The second
 224 T2: The second, good. Ok if do you have any question. Regarding to the two points you can ask.
 225 You can ask. *Gaaffii hinqabdani? Sagalee kee ol fuudhi.*

226 S: *Kafaaniifi Walaayittaaan barri isaanii kun yeroo isaan harka Minilik jala galanimoo*
227 *aangoo isaanii gadi dhiisanidhamoo?*

228 T2: *Yeroo isaan itti walabummaa isaanii itti dhabaniidha yookaan yeroo isaan itti*
229 *to'atamanidha jechaadha humnoota Minilikiin. Yeroo dheeraadhaaf walabummaa*
230 *isaanii kan isaan itti eeggatan jechaadha. Keessumaayyuummoo Kiriistiyaan*
231 *[kingdamii]faa yoo ilaalle attaakkii hintaane isaan amma yeroo sana. Oromoo*
232 *[pireezyerii] jalatti hingalle garuu akka seera biyyattiitti tokkummaa'uudhaaf gara*
233 *[impaayerii] tokkoo jala dhufuuf isaanii jechaadha. Hinqabamin yeroo sanatti. Kan*
234 *biraa gaaffii biraa. ISHI*

235 S: What is the relationship of Oromo and Wolayita people?

236 T2: Just their relation is characterised in many ways. It might be economic relation; it might be
237 political relation, and so on. *Karaa addaddaatiin ta'uudha walitti dhufeenyi isaanii*
238 *jechaadha. Gama siyaasaatiinis ta'uu danda'aa gama ikoonoomiitiinis daldalaanis*
239 *kallattii addaddaatiin. Especially in terms of trading, another question? Isinii galeeraa?*

240 SS: *Eeyyee.*

241 T2 ISHI *Kenna mee ka'ii waa'ee wanta har'a irratti dubbannee irratti dubbadhu kaa, waa*
242 *jedhimee barumsaa har'aa irratti.*

243 S: First we learned about Keffa in southern states.

244 T2: Ok

245 S: In the southern state, southern states are Yemen, Hadiya, Yemen, Hadiya, Wolayita, and
246 Keffa, From this Keffa was the main one of southern states. The first ruler of the title given
247 to Keffa was Tato. Mikiricho is the council of advisors. And Wolayita is Wolayita is one of
248 the southern region or the southern states. Kao is the title given to kao in Wolayita. The last
249 one the last ruler of Wolayita is Tona.

250 T2: Kao

251 S: Kao Tona.

252 T2: Good, ok sit down. Another, *kan biraanoo mee hammuma isinii gale mee jedhaamee*
253 *fakkeenyaaf, maal hubatteetta barumsaa har'aarraa? Hii, jedhi kaa. Hii, jedhi*
254 *dubbadhu rakkoo hinqabuu. Waayyuu hinhubannee? ISHI, kan biraa. Atoo barumsaa*
255 *har'aa irraa maal hubatte heyaa? Yaaduma tokko lama.*

256 S: Mikiricho is the political advisor.

257 T2: ISHI *kan biraahoo?*

258 S: Wolayita is the last ruler

- 259 T2: ISHI *atoo*?
- 260 S: Tato is the title used by kings of Wolayita
- 261 T2: Kings of Wolayita or Keffa?
- 262 S: Keffa. Wolayita is in southern Ethiopia.
- 263 T2: Who was the last ruler of Wolayita?
- 264 S: Kao
- 265 T2: Kao. *Ato kan Kafaa dubbadhu mee. Hii jedhi kaa.* Who was the last ruler of Keffa? *Ati,*
 266 *hi biyya hinturree?* Ok ISHI the last ruler of Keffa, hi?
- 267 S: Tato
- 268 T2: Tato or Tato Gaki Sericho? Gaki Sericho, not Tato, Tato is the title. Ok when did Keffa
 269 incorporated into Minilik? *Hi, yoom isheen sirna baballina Minilik jala kan isheen galte*
 270 *Kafaan?*
- 271 S: *Kudha saddeet sagaltamii torba*
- 272 T2: *Kudha saddeet sagaltamii torba, Walaayitaanoo?*
- 273 S: *Kudha saddeet torbaatamaa jalqabee.*
- 274 T2: *Kudha saddeet,* ok ISHI. *Kitaaba keessan dhiiftanii dhufuudha kan akkas isin godhe*
 275 *tokko mitii? Maaf kitaaba keessan dhiiftanii dhuftan? Dheengadda baay'een keessan*
 276 *qabattanii jirtu. Har'a maaltu isinitti dhufe? Hii hinirraanfattanii? Hi* ok ISHI next
 277 time you will bring your textbook, please don't forget and try to read your textbook to
 278 relate to the given notes. Don't forget.

Lesson Transcripts of T3

Lesson I

School Name: *Derge High School*; **Date of Observation:** *11/05/11*; **Duration:** *40 Minutes*

- 1 T3: This is the topic we have started in our previous class and we have started this topic but we
 2 didn't finish. Anyone who can tell us some points about our previous discussion? *Namni*
 3 *yaadattan waa'ee kanaa* the relief of Ethiopia. *Waa'ee teessuma lafa Itiyoophiyaa yeroo*
 4 *darbe dubbanneeturree* who can tell us who can remember and tell us? Some points *namni*
 5 *yaadattan jirtuu? Hii, namni yaadattan jirtuu?* Ok, just to give you some clue about our
 6 previous discussion, eh we have seen that Ethiopia is characterised by different relief
 7 structure or that our country has different land forms, different land forms. And the land
 8 forms are there are planes, plateaus, mountains, hills, rift valleys and depressions. That

9 means in general, there are highlands, lowlands and also rift valleys in our country. And also
10 the highland of Ethiopia especially, the highland of Ethiopia is divided into two parts into
11 two parts. The one that divides these highlands was is it is the rift valley, there is the great
12 east African rift valley that passes within our country the Ethiopian rift valley is part of this
13 great east African rift valley. And it divides the Ethiopian highlands into the western
14 highland and the eastern highland. And also the highland of Ethiopia, the highland of
15 Ethiopia eh is one thousand metre up to two thousand metre is included in Ethiopia; it is
16 included in the highlands. And also one thousand metre, one thousand metre altitude, metre
17 altitude is the boundary that separates the highland from the lowland because of different
18 reasons especially because of two reasons. This is what we did in our previous discussion.
19 Today we will continuous discussion from this. Ok, the reasons are for number one, number
20 one this altitude marked a distinct line in areas over one thousand metres those are widely
21 cultivated but below this altitude peoples live a nomadic way of life. So above and below
22 one thousand metre there are two kinds of human activities. This is one reason that that made
23 one thousand metre altitude above sea level the boundaries are separated the highlands and
24 the lowlands. Ok this is one way. Ok in areas over one thousand-metre crops are widely
25 cultivated and below one thousand metre above sea level peoples live nomadic ways of life.
26 This is the reason yes. Peoples who are living above one thousand metre are crop cultivators
27 whereas people who are living below this altitude they are nomadic. Those nomadic are the
28 people who move from place to place in search of water and pastures for their herds. So
29 those people who are living in two places below and above they are engaged they engaged in
30 two kinds of human activity. This is one reason. Eh the next one is the second one is when
31 we compare the areas above one thousand metre and below one thousand metre those places
32 which are below one thousand metre above sea level they are relatively flat, they are
33 relatively flat. Areas below one thousand metre above sea level relatively are full of different
34 irregularities. Did you understand what I am saying? *Waanan jechaa jiru isinii galeeraa?*
35 *INA warri meetira dhibba lama ehkuma tokkoo gadi jiranii gaafa ilaalluu* they are
36 relatively flat. Their relief structure is to somehow uniform it is plane relatively. *Warri isaa*
37 *ol jironoo maalidha?* They are full of different irregularities. There are hills, mountains and
38 also plateaus and also different relief structure we can observe above one thousand metre. Ok
39 *maal akkan jedhe eenyutu nattihiimamee?* What did I say? Did you understand? *Sii*
40 *galeeraa?* Ok, the highlands of Ethiopia are located to the central part. This is another reason
41 that makes them flat. Plane areas are accounting for more than have of the total area of the
42 country. So, most of the Ethiopian land surface are covered by highlands. And also those

43 highlands are located in the central part of the country whereas the lowlands are to the
 44 marginal areas. Ok this is all about regarding the relief of Ethiopia. Let me come to another
 45 topic, The Temperate Zone Sometimes Known as Mid-latitude Region. Ok how many
 46 regions eh do you know? *Meeqa beektu? Iddoo meeqatti hiramtti lafti, hii?* Who can tell
 47 me? *Iddoo meeqatti hiramti, hii?*

48 S: Three

49 T3: Three very good. Who can tell me? Mention them please. *Mee ibsimee eenyudha, hii? Hii,*
 50 *eenyudha?* Let us consider this one as a globe. This is equator, zero degree; this one is line
 51 of Cancer twenty-three and half degree; this is line of Arctic, Arctic Circle sixty-six and half
 52 degree; this one is line of Capricorn twenty-three and half degree and also this is sixty-six
 53 and half. Ok what is this area who can tell me? *Maal jedhama?* The rate? *Kun sarara*
 54 *mudhii lafaati kanaafi kana gidduu iddoon jiru addunyaa irratti maal jedhama?*

55 S: Temperature zone

56 T3 *Hii, hii?*

57 S: Temperature zone

58 T3: Temperature zone, ok *maalitu, naannoo maaliitiinimmoo waamna?*

59 S: *Boquu lafaa*

60 T3: *Hii?*

61 S: *Boquu lafaa*

62 T3: *Naannoo, Hii?*

63 S: *Boquu lafaa*

64 T3: *Ho'arratti hundaa'iiti naannoo* tropical

65 SS: Zone

66 T3: Tropical zone *jetta mitii kana?* This one is temperate and also this one is temperate. This is
 67 the one which we are going to discuss. Temperate zone it is found in both hemispheres, it is
 68 found in both hemispheres. So we can find in both hemispheres. Then this zone it is found, it
 69 is found in...(ABET, ABET come in)...

70 S: *Chookii nuuf kennaa.*

71 T3 *Hinqabu*...It is found in both hemispheres between line of, between line of between twenty-
 72 three and half degree up to sixty-six and half degree north and south of the equator. *Kana*
 73 *gidduutti argama.* What you have to underline that it is found in both hemisphere. You find
 74 it in both hemisphere. Its latitudinal extension is between twenty three line of Cancer and
 75 line of Arctic to sixty-six and half degree; and also between line of Capricorn that is between

76 twenty-three and half degree south up to sixty-six and half degree south. So we can find it in
77 both hemisphere. Ok, eeh let me come to its climate. The Climate of this Region. The mid-
78 latitude temperate or temperate zone does not experience extreme cold climate like high
79 latitude regions or extreme hot climate like low latitude region throughout the year. So it is
80 characterised by it does not have extreme cold and extreme hot climate. *Maal hinqabu, ho'a*
81 *garmalee diilallaa'aa yookaanimmoo garmalee*

82 SS: *Ho'aa hinqabu*

83 T3: *Ho'aa miti. Maaliif?* Where can we find extreme cold climate? *Eessatti argina [eksitiriim*
84 *kooldi] kan ta'e? Baay'ee diilallaa'aa kan ta'e eessatti argina, hii? Eessatti argina?*
85 *Bantiilee lamaanirratti argina mitiiree?*

86 S: *Eeyyee*

87 T3: ISHI *baay'ee ho'aa kan ta'emmo eessatti arginaan?* Extreme hot, *naanna'aa?*

88 SS: *Mudhii lafaatti argina.*

89 T3: *Mudhii lafaatti argina, naanna'aa mudhii lafaatti argina. Garuu iddoo kanatti maal*
90 *hinarginuu,* it does not have extreme hot and extreme cold and extreme hot climate. It is
91 characterised, *maaliin beekamaa,* it is characterised, it is characterised by mild climate, it is
92 characterised by *maaliin beekamaa,* it is characterised by mild climate, it is characterised by
93 mild climate. *Ho'a attamiitiin beekama, ho'a giddugaleessaan beekama mitiiree?*
94 *Naannoon kunii naannoo ho'a giddugaleessaan jedhame beekamuudha.* From a very
95 beginning it is characterised by eeh mild climate. Mild climate is not extremely hot and not
96 extremely cold. *Kanaatiin beekamaa jedhaan.* Ok they hold of experience distinct seasons:
97 summer, winter, autumn and spring, yes. This area of the world or this area of the earth is
98 known by a distinct climatic change. At this place anyone can clearly see when hot seasons
99 are eh change when, when-when the change the change of four seasons is clearly seen
100 within this area. The changes of four seasons is clearly seen in this region. Who can tell
101 me the four seasons, *eenyutu natti himuu danda'a?* Who can tell me the four seasons?
102 *Arfan isaanii eenyutu natti hima, waqtiilee arfanuu,* anyone?

103 S: *Bona, ganna*

104 T3: *Bona, ganna*

105 S: *Arfaasaa*

106 T3: *Arfaasaa*

107 S: *Birraa*

108 T3: **Birraa.** ISHI, *Ingiliffaan eenyutu natti hima?* Who can tell me? *Ihi, natti himuu*

109 *barbaaddee, hii?* ... (ABET, ABET)... ISHI *bona, ganna, birraa, Arfaasaa jedhameera.*

110 ISHI, who can tell me, *namni biraan namni yaalu?* ISHI, mee *ofiin jalqaba, summer eeh?*

111 S: Autumn

112 T3: ISHI

113 S: Winter

114 T3: Winter

115 S: Spring

116 T3: Spring, ISHI

117 S: Summer

118 T3: Summer, ok this is *isaan kunii iddoo kanatti arfan isaaniyyuu sirriitti argamu.* For

119 example, *iddoo kanatti lama qophaadha kan arginu, iddoo kanattis lama qophaadha kan*

120 *arginu.* But in the temperate region hot seasons are clearly and apparently seen. *Argamuu*

121 *danda'u isaan kun.* ... (ABET)...

122 *Ijoollee warra raayyaa barumsaa ta'an barbaadna* (the principal of the school wanted

123 students to talk to).

124 T3: *...Isaan kunii sirriitti argamu iddoo kanatti jedhama.* Eh weather changes are observed

125 with each season in these zones cyclonic storms and fronts are very common. In this zone,

126 cyclonic storms and fronts are very common. *Iddoo kanatti bubbeen kun bubbeen*

127 *saayikiloonii kun iddoo kanatti* it is common. Ok let me come to another sub-topic that is

128 Cyclone. *Mee waa'ee kanaa waan yaadattan, waa'ee saayikiloonii maal yaadattu?*

129 Anyone, ISHI

130 S: Cyclone is the low pressure area.

131 T3: You are right. Cyclone is the low pressure area, right, ok. *Garabiraan waan namni itti*

132 *dabalu? Namni itti dabalu waa'ee saayikiloonii.* It is the region of low atmospheric

133 pressure. Yes, as he said it is a region of low atmospheric pressure. Yes, it is the region of

134 low atmospheric pressure. Ok there are two types of cyclones. The two types of cyclone

135 are they are *meeqatu jirun jedhe?*

136 S: *Lama jettan*

137 T3: Two types of cyclones. *Lamatu jiruu, saayikiloonii lamatu jiruu.* Ok the first is the

138 temperate zone type and the second is the tropical zone type and is known as tropical

139 cyclone. The two types of cyclones are *maalin jedheen?*

140 S: The temperate zone

141 T3: The temperate zone and

142 S: The tropical zone

143 T3: The tropical zone. These are these are the temperate zone, the temperate zone, cyclones and
 144 the tropical zone cyclones. *Isaan kana lamaan* ok *isaan kana lamaanitu jiraa jedhaan*. Eh
 145 these two the two types are similar because their winds in the northern hemisphere, follow
 146 in in anticyclone in anticlockwise direction while in the southern hemisphere they move in
 147 the clockwise direction. They are similar because in both hemisphere their direction of
 148 movement is similar. They are similar they are similar because in the northern hemisphere,
 149 in the northern hemisphere their winds flow in which direction, in which direction?
 150 *Hemisfeera kaabaatti*, in an anticlockwise direction, an anticlockwise direction. And in the
 151 southern hemisphere, they move in the clockwise direction. That is why they are similar.
 152 Their direction of movement is the same in both hemisphere. That means in the northern
 153 hemisphere in an anti clock direction that means in the direction opposite to the movement
 154 of our watch, and also in the southern hemisphere in the clockwise direction. *Kallattii*
 155 *hemisfeera kaabaatti kallattii faallaa kallattii sa'aatiin keenya itti adeemutti adeema*
 156 *hemisfeera kibbaattimmoo kallattiidhuma sa'aatiin keenya itti adeemutti deema.*
 157 *Kanaachiitii* though they are in this region regarding their movement they do have the same
 158 similar direction, similar direction. That is why they are similar. Ok factors that bring
 159 frequent weather changes in the temperate zone. This is another sub-topic. Factor That
 160 Brings Frequent Weather Changes in the Temperate Zone. Eh there are some factors which
 161 brings weather changes in this zone again and again frequently. *Ammaa amma jijjiiramni*
 162 *haala qilleensaa akka ta'u kan godhan sababoonni jiru*. There are some reasons. Ok
 163 number one convergence of tropical and polar air masses, convergence of tropical and
 164 polar air masses. Ok *maal jechuudhaa* convergence of tropical and polar air masses *gaafa*
 165 *jennuu maal jechuudha?* Who can tell me, convergence, *maal wal gochuu qilleensaa?*

166 S: *Walitti bu'uu qilleensaa*

167 T3 *Hi walitti bu'uu yookaanimmoo walkiphuu qilleensaa. Eessatti, qilleensa isa kam?*

168 SS Tropical and polar air masses.

169 T3 Tropical and polar air masses. *Qilleensi guddaan*, eh one air mass from the polar area
 170 and also another air mass from the tropical area they converge at this place or they meet at
 171 this place. This is one factor that brings the frequent weather change in this area. *Inni*
 172 *kunii jijjiiramni ammaa amma iddoo kanatti akka mul'atu kan godhudha*. For example,
 173 this one is zero; this one is Cancer, Capricorn. Ok from this direction, from this direction,
 174 and also from this direction, from this direction, from this direction, somewhere around

175 here at sixty degree north and south of the equator, those two air masses converge that
 176 means they meet they meet. This one is relatively warm air and this one is cold air. And
 177 also when they converge at this place at this place the cold one sinks down by the warm
 178 one rising up at this area. *Iddoo kanatti qilleensi inni gaaraa dhufu inni bantiileerraa*
 179 *dhufu kun qilleensa diilallaa'aadhaafi qilleensa ulfaataa waan ta'eef gadi yammuu lixu*
 180 *inni kunimmoo qilleensi naannoo ho'aadhaa dhufu kunimmoo ho'aa waan ta'eef*
 181 *salphataa waan ta'eef maal ta'a innimmoo maal ta'an jedhe? Ol ka'a mitiiree ol ka'a.*

182 This is one factor. This results in cyclonic storms and fronts. So this convergent brings this
 183 result in cyclonic storms and fronts. *Gosa bokkaa meeqa beektu, hii?*

183 S: *Sadii*

184 T3: *Sadii. Sadan isaa mee natti himimee. Tell me. Eenyutu natti hima, hii?*

185 S: *Rooba gaaraa*

186 T3: *Rooba gaaraa*, ok orographic air front ok

187 S: *Rooba bubbee*

188 T3: *Hii?*

189 S: *Rooba bubbee*

190 T3: *Rooba bubbee, hii?*

191 S: *Rooba bubbee walkiphaa.*

192 T3: *Rooba bubbee walkiphaa, isaan maal jettu, hii?*

193 S: Convictional rain front

194 T3: No, no, [*konveekshinaalii*] *miti*. That one is

195 S: Cyclonic rainfalls

196 T3: Cyclonic rainfalls. This cyclonic rainfalls is caused it is caused mostly around this area,

197 *naannoo kamitti?* Because of the convergence of those two air masses, this rain falls only

198 around sixty degree, around sixty degree north and south of the equator. That is cyclonic

199 rainfall. Ok the second one is the second one is angle of the sun angle of the sun. This is

200 another factor or this is another reason that brings frequent weather change in this region.

201 The sun never overhead in the temperate zone. Therefore, it does not strongly hit the

202 region. Here around this area look if this one is the sun if this one is the sun, the sun directly

203 hits the equatorial area the sun is directly hitting the equatorial area. So, the sun always

204 overhead in the equatorial area and also the apparent movement of eh the sun is it is limited

205 between line of Cancer and line of Capricorn. So, it never it never overhead around this

206 area, around this area, yes, yes I am right. *Kana gidduutti kanaafi* line of Cancer and

207 ***Kaappiriimkoornii gidduu deddeebitirraa kan hafe*** the sun never overhead. ***Mudhii lafaa***
 208 MAN NEW ***naannoo lafa giddugaleessaatti sirrii sammuutiin ta'uu hindandeessuu sirrii***
 209 ***sammuutiin ta'uu hindandeessuu*** because of the sun because of that the sun never
 210 overhead around the temperate zone. The sun never hits the sun the earth intensely.
 211 ***Baay'ee lafa hinho'istuu kanaatiif inni kun sababa garaagaraadhaa jedhaan.*** Therefore,
 212 the sun does not strongly hit the region. Another one is the third one is length of the day
 213 length of the day. Length of the day ***gaafa jennu maal jechuu keenya, hii maal***
 214 ***jechuudha eenyutu deebisa? Waan dubbachuu barbaadde dubbadhu.***

215 S: ***Dheerina guyyaa***

216 T3: ***Dheerina guyyaafi halkanii. Waa'ee dheerina guyyaafi halkanii maal beektu?*** What do
 217 you think, ***waan beektan qabduu? Guyyaan isinitti dheeratee halkan gabaabbatee***
 218 ***beekaa? Waan akkasii halkan dheerateemoo guyyaan gabaabbatee beekaa? Isa kana***
 219 ***jechuudha. Eh halkaniifi guyyaan yeroo baay'ee wal hinqixxaatu.*** There is a big
 220 difference in the length of the day between summer and winter. Yes there is a big
 221 difference, there is a big difference in the length of day and night between summer and
 222 winter.,. (ABET ABET come in) ***gali.*** Ok ***kanaatiifi eh gidduu kanattii gannaafi bona***
 223 ***gidduu garaagarummaa guddaatu jira dheerina guyyatiinii. Inni kun sababa tokkodha.***
 224 Yes days are longer in summer and shorter in winter. ***Yeroo kam dheeraatuu?***

225 S: ***Guyyaa***

226 T3: Yes days are longer yes, days are longer in summer and shorter in winter. ***Kanaatiifi***
 227 ***garaagarummaan akkasii waan jiruuf*** it is another factor that brings change in this region.
 228 ***Isa kanadhaa jedhaan.*** Therefore, summers have high temperature while winters have
 229 lower temperature during in this region, the summer is eh the season in which high
 230 temperature is observed and also winter is the season in which low temperature is
 231 observed here. Ok therefore, summers have, summers have higher temperature and winters
 232 have low temperature. Ok the fourth one is effects of continents, effectiveness of continents
 233 ***ardiileedhiibbaa ardiilee yookaanimmoo*** most of the land masses in the world is
 234 concentrated in the northern hemisphere. For example, when we see our map when we see
 235 our map, most of the land masses or most of the continents are concentrated in the
 236 northern hemisphere. The other most part of the southern hemisphere is covered by what it
 237 is covered by water bodies; it is covered by water bodies. Most of the land masses are
 238 concentrated in the northern hemisphere. Ok because of the limitation of time I am forced
 239 to stop here. Next time, we will start from here. This is all about for today thank you for
 240 your attention class.

Lesson II

School Name: Derge High School; **Date of Observation:** 13/05/11; **Duration:** 38 Minutes

1 T3: Ok good afternoon class?

2 SS: Good afternoon teacher.

3 T3: Ok class eh who can remember and who can tell us what we discussed in our previous time?

4 **Eenyutu yaadatee** under this topic this is the topic on which we have been discussing.

5 Under this topic who can remember who can remember and tell us some points what we

6 discussed in our previous period? Anyone of you, who can say something regarding this

7 topic? **Eenyutu yeroo darbe isa yaada... irratti haasofne ilaalee waa tokko nuun jechuu**

8 **danda'amee?** Eh, anyone. We have been discussing under this topic factors that bring

9 frequent changes frequent weather changes in the temperate zone in the temperate zone.

10 Where is temperate zone by the way? Who can tell me the latitudinal extension of the

11 temperate zone? **Eenyutu natti hima** latitudinal [**eksiteenshiniin tempereeti zoonii**] **eessaa**

12 **hamma eessatti argama?** For example, let me give you some clue. From zero up to twenty-

13 three and half degree north and south of the equator is it is tropical. Then who can tell me

14 the latitudinal extension of temperate zone? Anyone, twenty three and half?

15 S: Twenty-three degree north and south

16 T3: North and south of

17 S: The equator

18 T3: The equator, you are right. Within this latitudinal extension there is a frequent change there

19 is a frequent change. There is a change of weather again and again because of some reasons.

20 What are those reasons? We have mentioned in our previous discussion. What are those

21 what are those? **Maalidha isaan kun? Yeroo darbe sababoota jijjiirama haala qilleensaa**

22 **fidaniisababoota shan** we have discussed. **Maalidha isaan kun, ISHI?**

23 S: Angle of the sun

24 T3: Angle of the sun this is one cause. This is one reason you are right. How about the rest?

25 Angle of the sun is one. How about the rest?

26 S: length of the day

27 T3: Length of the day you are right, thank you, length of the day. How about the other?

28 S: Effects of continents

29 T3 : Effects of continents, ok effects of continents. Eh as you mentioned them, yes number one is

30 convergence of tropical and polar air masses. That means the meeting of two air masses from

31 two direction at sixty degree latitude. North and south of the equator and also as she
 32 mentioned, angle of the sun angle of the sun. That means eh the angle at which the ray of
 33 the sun strike the earth strike the earth. For example, at equatorial region, it is perpendicular
 34 or it is overhead throughout the year. But it is not in the mid latitude or in the temperate
 35 zone. So this also brings variation. Another bone is the length of the day. And also the fourth
 36 one is effects of continents effects of continents. That means being nearer to the water body
 37 and far away from the water body because of the distance from because of the distance a
 38 region or a given area has a distance from water body there is a variation in temperature and
 39 also in weather condition. And also the fifth one is winds and pressure belts. This is what we
 40 discussed in our previous period or this is what we did in our previous period. From this
 41 point of view we start our today's discussion. Ok *asii jalqabna egaa har'a*. We have been
 42 discussing about temperate zone, as he mentioned, from twenty-three and half up to sixty-six
 43 and half degree north and south of the equator. Temperate zone is divided into two main
 44 regions. There are ok let me give you let me consider this one eh this one as a globe, this is
 45 zero degree this is line of cancer and this is line of Capricorn. This is Arctic Circle, sixty-six
 46 and half degree and this is Antarctic, sixty six and half degree. This is what we call
 47 temperate. Temperate is found in both hemisphere. So this temperate zone is divided into
 48 two it is divided into two. The one which boarder the line of cancer and the line of is
 49 Capricorn it is called warm temperate this one cool, eh

50 SS: Cool temperate

51 T3: Cool temperate. This one is warm temperate and this one is cool temperate. Yes they are
 52 warm temperate and cool temperate regions. The two representative sub regions are the
 53 Mediterranean region from the warm and coniferous forest belt from the cool origin. Ok
 54 those two origins they do have two representative sub-regions. For example, from the one it
 55 is Mediterranean, Mediterranean sub-region, from the cool, coniferous sub-region. They
 56 are the two representative regions. *Maalidha Mediteraaniyaaniin? Who can tell me?*
 57 *Mediteraaniyaaniin maalidha, beektuu? Maalidha Mediteraaniyaaniin? What is*
 58 *Mediterranean, what is Mediterranean? Who can tell me maalidha Mediteraaniyaaniin?*
 59 *Harka baasi. Sagalee dhaga'eera mitii amma? Jedhimee maalidha mee Mediteraaniyaaniin*
 60 *hinbeektuu Mediteraaniyaaniin, iih?*

61 S: It is a water body

62 T3: Yes, it is a water body sea, yes it is a sea; it is a sea. It is the water body that found between
 63 Africa and, *Afirikaafi maal gidduutti argama? Ardii Afirikaafi ardii hii, ardii Afirikaafi*
 64 *ardii maalii?*

65 S: *Itiyoophiyaa*

66 T3: *Miti*

67 S: *Amerikaa*

68 T3: *Miti, eessatti argama?*

69 S: *Hindii*

70 T3: *Miti, Hindiin ardiidhaayi?*

71 SS: *Awurooppaa*

72 T3: *Irra deebi'aa jedhaamee*

73 SS: *Awurooppaa*

74 T3: *Awurooppaa. Ardii Awurooppaafi ardii eh Afirikaa gidduutti argama Afirikaa gara*

75 *ba'aafi Awurooppaa gara kibbaatti gidduutti argama, kana gidduutti argama. Kanaatiifi*

76 *isaan kun* they are the two sub-region the two representative sub-region of the warm and the

77 cool temperate region. Ok let we try to see them one by one. Mediterranean sub-region,

78 Mediterranean sub-region. Eh the regions are so wind because the lands bordering the

79 Mediterranean Sea from the major parts. As the name indicates as the name indicates eh the

80 land that form this region are the places or the area that border this or large water body.

81 They are the neighbour of this large water bodies, yes. They are the lands bordering the

82 Mediterranean in that form most of the region most of the region. *Isaan kanatu wanniin*

83 *ta'a*. This means the Mediterranean regions are not only limited to this area. They are not

84 only limited to this area. There are places which are at far distance from this water body and

85 also which have the same climatic character which have the same climatic character.

86 *Sanyuma Mediterraaniyaan qilleensa naannoo galaanichaa jiru kan qabanii* even

87 though they are at far distance even though they are at far distance, they do have similar

88 climatic condition or similar climatic characteristics. For example, California it is at far

89 distance of this water body. It is in North American continent. And also central Chili and

90 also Cape Promise from South Africa. In Australia, New Zealand northern New Zealand.

91 Those places are they are not the neighbour or the border of this water body. However, they

92 do have similar climatic condition. So they are also named the Mediterranean regions.

93 *Waanin jechaa jiru isinii galaa? Biyyoonni amma, eh naannoo kana yookiin naannoo*

94 *kana kan uumanii warra kamiidha, warra naannoo galaanichaa jiraniidhaa jedha mitii?*

95 *Warra naannoo galaanichaa jiraniidhaa. Hata'uyyuu malee. Warra naannoo*

96 *galaanichaa jiran qofaa miti. Galaanicharraa fagaataniyyuu galaanicharraa*

97 *fagaataniyyuu warri sanyuma qilleensa naannoo galaanichaa qaban jiru. Isaan kun*

98 *Kaalifoorniyaa yennaa fudhannee, eessatti argama Kaalifoornniyaan, eessatti argaman*
99 *jedheen? Ardii kam keessatti argaman jedhe, hii?* North, north
100 S: North America
101 T3: North America North America, eh central Chile, Chile, south-south what, South America
102 INA [*Keep Piromiisiingimoo*] *eessa? Ardii Afirika gooda mitii, fixee Afrikaarra.* INA
103 *Awusteraaliyaan* look how far it is from this water body, Australia. INA *isaan kuni iddoon-*
104 *iddoon kunii qilleensa kana fakkaatu qaba. Kanaatiifi Mediteraaniyaan [riijinsi]*
105 *jedhamanii waamamu isaan kun.* They are included in the Mediterranean region. These
106 regions are located between thirty degree to forty-five degree to North and South of the
107 equator on the western margin of the continent. When we see the latitudinal extension of this
108 region, yes the Mediterranean region Mediterranean regions are located between eh thirty
109 degree up to forty- five degree north and south of the equator. And also they lie on the
110 western margin of the continent. *Eessaa hamma eessatti argamun jedhe, dagalee eessaa*
111 *hamma eessatti? Dagalee meeqa hamma dagalee meeqatti?*
112 SS: *Soddomaa hamma afurtamii shanii*
113 T3: *Soddomaa hamma*
114 SS: *Afurtamii shanii*
115 T3: *Afurtamii shanii kaabaafi kibba. Ardii keessatti argamanittimmoo eessatti argamu?*
116 S: Western margin
117 T3: Western margin, *qarqara gama gama maalii gama bahaati mitii, gama bahaati mitii eh*
118 SS: *Gama dhihaatti*
119 T3: *Qarqara gama dhihaatti argama. Kanaatiifi iddoo kanatti kan isaan argaman.* These
120 regions include area bordering the Mediterranean Sea Europe and Asia. As I told you, the
121 Mediterranean Sea is a water body a large water body that is found between Africa and
122 Europe coati... eh continent of Europe. And also those regions are most of those regions
123 are places which border the sea from Africa and from Europe. Ok as I told you other areas
124 of Mediterranean region include California in North America, central Chile in South
125 America and the cape promise of South Africa and southern Australia as well as northern
126 New Zealand. Those places or the places which I mentioned just now they are not places
127 which border the Mediterranean Sea. *Isaan kun warra Mediterranean Sii daangessan*
128 *miti. Hata'uyyuu malee qilleensa sanyii kanaa qabu.* Ok let we come to the climate.
129 When we say climate, which climate, when we say climate which climate? [*Kilaayimeetii*]
130 *gaafa jennu eh qilleensa maaliiti?*

- 131 S: *Haala qilleensaa*
- 132 T3: No, no *amma [kilaayimeetii] diffaayinii godha jechaan jira miti*. Climate *gaafa jennuu*
133 *[kilaayimeetii] eessaati?*
- 134 S: Mediterranean Sea.
- 135 T3: You are right, the climate of Mediterranean while we are talking about this sub-region about
136 the Mediterranean sub-region. *[Kilaayimeetiin] qilleensa baramaa naannoo*
137 *Mediteraaniyaanii kanaadha*. The two main characteristics of the climate of the
138 Mediterranean region are it has two main characteristics, eh it has two main characteristics,
139 two main characteristics. *Amala lama qaba. Qilleensi naannoo kanaa amala lama qaba*
140 *amala lama qaban jedheen. Amala meeqa qaban jedheen?*
- 141 SS: *Amala lama*
- 142 T3: *Amala lama qaban jedheen*, yes you are right. It has two main characteristics. *Amala*
143 *gurgurdaa lama qaba. Inni kun maalidhaa:* a) ABET
- 144 S: Dry warm summer
- 145 T3: Dry warm, right you are dry warm summer. Dry warm summer with what, with?
- 146 S: with offshore head winds
- 147 T3: Yes, dry summer with offshore head winds, with offshore winds with offshore winds. *Maal*
148 *jechaadha* offshore *jechuun* what do we mean *waa'ee oon shooriifi waa'ee oofshoorii*
149 what do you recall? *Waa'ee [sii biriizii fi laandi biriizii irratti] maal barattan*, offshore and
150 onshore, eh? Offshore, *[oofshooriin] yeroo qilleensi eessaa eessatti qilleensa'udha? Hii* ,
151 is it from Sea to land or from land to sea?
- 152 S: From land to sea
- 153 T3: Right you are, from land to sea. This is it is off shore wind. This wind is a dry wind you see.
154 It is the type of wind that can never bring rain for an area. *Bokkaa kennuu kan*
155 *indandeenye* it is a dry wind look from the very beginning by its very nature this wind is
156 dry. So the origin of this wind is the land not the water body. The source and the origin of
157 this wind is it is from continent or it is from landmark. As a result, it is not a moist wind it
158 is not a moist wind that can never give rain in the future. *Bokkaa kennuu hindanda'u 1*
59 *qilleensi kun*. This is one of the two main climatic condition of the Mediterranean sea
160 character of Mediterranean sea. The second one is mild winter, mild winter eh with
161 moderate rainfall with moderate rainfall mainly from what mainly, yes mainly from
162 onshore what onshore, yes on shore what on shore
- 163 S: Westerly wind

164 T3: Right you are, from onshore westerly wind moderate rainfall mainly from onshore westerly
165 winds. *Maal jechaadha kun?* It is the opposite of offshore; it is the opposite of offshore.
166 That means this one the origin of this wind is it water body or land mark?
167 SS: Water body
168 T3: Yes it is a water body. It is a moist wind you see? It is the type of wind that will bring rain.
169 It is the westerly wind. The origin of this wind is from the western corner of from the
170 western angle of the continent and its direction of movement is to the eastern to the eastern.
171 Then eh it has a mild winter. That means the winter is not severe the winter is not severe. It
172 is the type of climate that you can resist. If it is severe it will be beyond your resistance.
173 Mild *jechuun maal jechuudha beektuu?* Mild *jechuun [seviiriidhaan] maal jettu? Yeroo*
174 *baay'ee dubbadheeraam. Kanaa hii dhiphisaa dhiphisadha mitii inni kun siiveriin*
175 *dhiphisadha mitii? [Maayildiinimmoo opposiitiisaadhaan] jedheen maalidha hii*
176 *maalidhan jedheen?*
177 SS: *Ballisaadha*
178 T3: *Hi-hi-hi ballisaadha. Ee kutaa shanittii kan ballisaadha naan jettan yeroo tokko.*
179 *Dhiphisadhaa inni kun gaafa jedhamuu inni kunii ihi dhiphina kan namarraan ga'u*
180 *miti.* It is the kind? It is the kind of climate in which you can relax and in which you can
181 survive. *Inni sun [sarvaayivaalii] si dhowwata.* So the winter is not that much severe and
182 also the amount of rainfall is moderate. That means it is onshore and also it is not abundant.
183 So it is enough for the region it is moderate. And also the source of the rain is it is the
184 westerly wind. It is the wind that come to this area from the eastern direction and that
185 brings this rain. Ok this is all about regarding this one. Let me come to rainfall. When we
186 say rainfall we are talking about Mediterranean climate. We are we mean that the rain that
187 fall in this region. *Naannoo kanatti bokkaa roobudhaa waa'ee naannoo kanatti bokkaa*
188 *roobuuti kan haasa'aa jirruu.* Ok the Mediterranean regions rainfall in winter. What
189 makes this region different from the other from the other sub-region is eh the season of
190 rainfall is entirely different from the seasons of other regions. For example, in other regions,
191 the season of rainfall is in summer but here in the Mediterranean region the season of
192 rainfall is in winter. *Wanti adda isa godhu* what makes it different from other region is that
193 the rain falls in winter season, yes. *Iddoo kanatti bokkaan yeroo kam roobaa yeroo*
194 *[wüinteriiti] mitiiree? Iddoo biraattimmoo yeroo kam rooba, samarii rooba mitii,* yes,
195 *yeroo samariiti kan inni roobuu kanaatiifi* rainfalls in winter. In this region rain falls in
196 winter season. *Yeroo kanaadha, yeroo kanaadha. Kanaatiifi isa kaanirraa kan adda isa*
197 *godhu isa kanaadhaa jedhaan.* The westerly are important winds in the region because

198 they bring rain to the region. As I mentioned eh previously, it is the westerly wind that
199 bring rain to this area to this region. *Qilleensa kallattii kamii dhufudha kan naannoo*
200 *kanatti bokkaa fidu? Maal jettan hii qilleensi naannoo kanatti bokkaa fidu kamiidha*
201 *jettan, maal jette?*

202 S: Sea to land

203 T3: Sea to land sea to land *garuu kallattii kamii kan dhufudha?* It is from westerly wind. It is
204 the wind that blow from west to the eastern direction *isa kanatu fidaa jedhaan*. Ok because
205 summers are warm and dry at other place summers are it is the season of rain. Here
206 summers are warm and dry. *Kanadha kan adda isa godhu. Bokkaan iddoo kanaafi*
207 *bokkaan iddoo biraatti roobu wal jala darba. Yeroo iddoo biraatti roobu iddoo biraatti*
208 *gogaa ta'a, yeroo iddoo kanatti roobummoo iddoo biraatiimmoo yeroo inni itti maal*
209 *ta'udha?*

210 SS: *Gogaa*

211 T3: *Gogaa ta'udha. Kanatu garaagara isaan godha, kanatu garaagara isaan godha.* This is
212 all about regarding climate eh rainfall and climate. Ok we will go to the next sub-topic,
213 Natural Vegetation. Still now we are talking about Mediterranean region. Then we are
214 talking about the natural vegetation that grow within this region. INA *naannoo kanattii*
215 *kan biqilanii biqiloota waa'ee biqiloota naannoo kanaati jechaadha. Mee maal jettu*
216 *waa'ee biqiloota naannoo kanaatti biqilan? Eenyufaatu addanatti waa dubbata, hii maal*
217 *jette? Dubbadhu maali, hii, dubbadhu, hinsodaatin.* Ok *ihi dubbachuuf jettee?* Once up
218 on a time the Mediterranean region was covered by, by what?

219 S: By forest

220 T3: Yes you are right, once up on a time it was covered by forest, it was rich in forest resources.
221 Once up on a time the region was the region was covered with what, with forest. It was very
222 rich in forest resources once up on a time. *Yeroo tokkoo naannoon kun maal qabaa hii,*
223 *bosona qaba ture.* But in the course of time much of the forest was destroyed by cutting,
224 laughing and grazing. Yes, through the course of time the forest was destruct, it was
225 destroyed. People, eh destroyed by cutting to use it for different purposes: for fuel and also
226 for construction. For different purposes people cut it and also destroyed it and also through
227 grazing, grazing jechuun *maal jechuudha, hii? [Gireezingiin] maalidha, [gireezingiin], hii,*
228 *maal jettan?*

229 S: *Dheechisuu*

230 T3: *Eeyyee, sayi dheeduudhaan, sayi caccabsuudhaan, itti rigachuudhaan* INA *kanaatiinii*
231 *nyaachuudhaanii dheechisuudhaanii* eh, totally the forest was destroyed and the region

232 became bare. It became without forest without vegetation. Ok at present the area is covered
 233 with short trees and small vegetation. Now the previously the previously present forest was
 234 destroyed as I told you because of different activities by human activities, especially by
 235 human activities, a human made causes. And also the region is left with short and scrap
 236 vegetation the scrap vegetation. Scrap vegetation *jechuun maalidha, biqiloota attamiiti*
 237 *[iskiraap vejiteeshiniin]. Yeroo darbe dubbadheeraam yeroo [hoti deezertii] wannii taane.*
 238 *Biqiloota attamiiti, biqiloota eessatti biqilaniidha, hii* scrap vegetation, *hii*, scrap
 239 vegetation? They are the type of vegetation that grow in the dry area. *Naannoo, naannoo*
 240 *gammoojjiitti kan biqilaniidha.* Scrap vegetation are type of vegetation type of vegetation
 241 that grow *kana yeroo baay'ee dubbadheeraam* that grow in this area. INA *biqiloota*
 242 *kanatu jira har'a. Biqiloonni warri duraanii maal ta'aniiruu, iih, maal godhaniiru?*
 243 S: *Ciraniiru*
 244 T3: *Ciraniiruu, horiin dhiittee balleessiteetti. Kanaatiifi hojiidhuma dhala namaatiin bade*
 245 *iddoo kanaatii.* Now it is left only to short trees and scrap vegetations. This type of
 246 vegetation is called maquis. *Maal jenna jenne biqiloota akkasii kanaa,* they are called
 247 maquis, yes. This type of vegetation are known as are called maquis/maki. Maquis or maki
 248 *jedhamanii kan isaan waamamanii biqiloonni kun eh maaki.* Who can tell me *gosa*
 249 *isaanii eenyutu natti himuu danda'a gosa isaanii? Iddoo kanatti kan argaman* who can
 250 tell me the type of vegetation some of the type of vegetation who can mention their name?
 251 For example, olive trees are very important and are the most common coniferous conifer
 252 trees which grow on higher and Water Mountain slopes. *Isaan kunii* olive trees *warri*
 253 *jedhamanii eh waan akka qobboofa'ifaa ta'a lafa baddaarratti yookiin lafa olka'aarratti*
 254 *warra biqilaniidha isaan kun mitii?* Ok *isaan kanaa jedhaan.* Almost all kinds of citrus
 255 fruits are grown in the Mediterranean region. All types of citrus fruits, *maalidha* citrus
 256 *[fruutiin]? Firuut jechuun maal jechuudha, hii?* FIRAFIRE, *Afaan Oromootti maal jetta?*
 257 S: *Kuduraa*
 258 T3: *Kuduraa mitii?*
 259 S: *Eeyyee*
 260 T3: Citrus fruit *warri jenuhoo? Mee* citrus *[firuutii] keessaa tokko eenyutu natti hima?* Who
 261 can tell me citrus fruit? *Kuduraalee jiran keessaa mee tokko natti himi.* Hi-hi ISHI *homa*
 262 *miti homaa miti, ISHI?*
 263 S: Banana
 264 T3: Banana, *adda biraa, hii?*
 265 S: Mango

266 T3: Mango ISHI
 267 S: Orange
 268 T3: Orange, ISHI, *hii gara biraanoo?*
 269 S: Papaya
 270 T3: Papaya, ISHI, all kinds of citrus fruits *warri jennuu warra hadhaa'an jiru mitii, warra*
 271 *kam isaan?* Orange *jettaniittuu, loomii, isaan kunii* all kinds of citrus fruits are grown
 272 here, yes. Almost all kinds of citrus fruits are grown in Mediterranean regions. Ok *isaan*
 273 *kunii asitti biqiluu jedhaan.* Ok what do you understand about this region another one?
 274 *Gara biraan maal intinii taatu, kitaaba keessanirraa maal dubbifan, maal dubbifan?*
 275 What is the traditional occupation of this region? Who can tell me the traditional
 276 occupation? *Namoonni naannoo kanaa maal hojjetu, hii? Maal hojjetu namoonni*
 277 *naannoo kanaa?* Traditionally, by what type of activity do they engage themselves, *hii*
 278 *maal jette?*
 279 S: Food crop farming
 280 T3: Food crop farming, food crop farming really a good idea. Who can tell me another one?
 281 Food crop farming it is a good idea. Good attempt the traditional occupation of the lands
 282 surrounding the Mediterranean Sea includes a small scale fruit and food crop farming, yes.
 283 As she answered eh a small scale, fruits and food crop farming food crop farming is the
 284 the traditional occupation of the region, the traditional occupation of the region.
 285 Traditionally people produce such kind of crop. *Waan akkasii kana adaadhaan oomishuu*
 286 it is tradition, yes. The production of olive oil and wine together with animal rearing. *Inni*
 287 *kunis hojii biraadhaa.* They reproduce olive oil, olive oil *isa kanaa niroomishu irraatii.*
 288 Transhumance is also practiced here. There are people who rear animal here that means
 289 mixed farming is common here mixed farming. Producing crop and also rearing animal is
 290 also covered here. Eh this is what I can say for today. Next, we will start from here, thank
 291 you for your attention.

Lesson III

School Name: Derge High School; **Date of Observation:** 18/05/11; **Duration:** 39 Minutes

1 T3: Ok *akkam jirtu?* Well in our previous class we see, eh about human and the environment.
 2 You know environment is our surrounding or our natural surrounding that contains varieties
 3 of living and
 4 S: Nonliving things

5 T3: Nonliving things. And also we list so many elements of the environment may be under
6 nonliving things and living things. And also we see the interdependence of ah organisms in
7 the environment, interdependence of eh, organisms in the ecology in their immediate
8 environment, in their immediate environment. So we say interdependence means you know
9 the meaning of interdependence. I tell you in our previous class interdependence, **jechuun**
10 **maal jechuudhaa?** Interdependence, interdependence, raise your hand, interdependence
11 means, yes?

12 S: Depending on one another

13 T3: Depending on one another. They did not live alone, they did not live alone by individual
14 but depend on one another. How, how they depending on one another? **Akkamittiinimmoo**
15 **inni tokko isa tokkotti hirkata jennee?** How they depending on one another? Please,
16 participate all of you. **Akkamitti [orgaanizimiin] inni tokko yookiinimmoo inni tokko isa**
17 **tokko irratti [ilementiin] naannoo jiran kun akkamittiin walirratti hirkatanii jiraatu?**
18 How they dependant, eh how they interdependent of one another, or how they depending
19 on one another, yes?

20 S: They eat one another

21 T3: For example, for example, which is which or that eating another yes?

22 S: Grass eater

23 T3: Grass, grass eater, means those animals which eat, which eat grass, grass or plants. They
24 are termed as, they are termed as, they are called as, yes?

25 SS: Herbivorous,

26 T3: Herbivorous animals and these herbivorous animals by themselves also eaten by another
27 animal. So what we call them those animals which eating herbivorous themselves? What
28 we call them? Yes, well

29 S: Dependent of plants

30 T3: Dependent of plants, those are herbivorous, yes. So these herbivorous animals are eaten by
31 another animal. What we call those animals that eating herbivorous animals. **Warruma**
32 **bineensa nyaatu, bineensuma bineensa nyaatu kanaan maal jennaa?** What we call them
33 in biology? Yes, yes?

34 S: Carnivorous

35 T3: Carnivorous yes, exactly, they termed as carnivorous, those who eating flesh, flesh, which is
36 flesh eater. And we list different animals under carnivorous, under, herbivorous, under
37 omnivorous and also we left in our conclusion ah about the members of those of
38 omnivorous, yes and we debating about I think about dog, yes? **Waa'ee sareerratti walii**

39 *hingalin baane mitii yeroo sana?* For example, how do you do decided? In what category
40 you classifying the dog, for example, by justification? *Ibsa kennaa akkamittiin sareen*
41 *gara isa kamiitti akka ramadamu, anillee walumatti qabee isinitti himeen darbe.* So
42 *akkamittiin akka baayooloojii qayyabattanitti, differentiate gootaniidhuma dhuftan*
43 *jedheedhuman amana.* So how do you differentiating or how do you classifying a dog
44 under what? By raising your hands, raise your hands. *Saree maal jalatti ramadnee?* Yes,
45 another, you, you? Yes, *yaalaa malee maal*, no matter, *yaalaa, yes, yaalaa*, well.

46 S: *Saree kan itti ramadnuu [omniiverosii] jalatti ramadna; kan nuti omniiverosii jalatti*
47 *ramadnuufis soorata bifa lama nyaatti.*

48 T3: *Maaliifi maal? Foonis kan sooratan, biqilootas kan sooratan lachansaanii kanaaf maal*
49 *ta'ee?*

50 S: *[Omniiverosii] jalatti ramadne*

51 T3: *[Omniiverosiidha jenne jechuudha.* So, omnivorous animal. Ah for example, how about
52 rat, how about rat? *Yeroo sana tokkoon keessan kaaftanii turtan.* Then how about rat?
53 *Yeroo darbe na gaafattanii turtan.* How about rat?

54 S: Omnivorous

55 T3: *Yee*

56 S: Omnivorous

57 T3: Omnivorous, *maaliif?* Why, why categorising rat under omnivorous animal? Why?
58 *Maaliif?* I think that dog is not omnivorous. Is dog carnivorous or omnivorous? Ok,
59 *deebisi mee* raise your hand and answer, is a dog omnivorous or carnivorous.

60 SS: Omnivorous.

61 T3: All of you said that? I do not agree. Dog is not an omnivore.

62 S: Why?

63 T3: Why! Why it is an omnivore?

64 S: Since dogs eat both, the dog is categorised under carnivorous. So it can eat both of them,
65 plants and animals. For example, the dog can eat the meat otherwise the dog it can eat the
66 meat. So the dog is categorised under omnivorous.

67 T3: Yes who supports him?

68 S: Dog is omnivorous because human being is omnivorous. Human can eat both plants and
69 animals. Dog also can eat what humans eat. So, dog is omnivorous.

70 T3: We categorising dog under omnivorous as that of man.

71 S: Yes

72 T3: Well, another, who did not agree to their idea, who did not agree? *Lakkii kanammoo mitii*
73 *kan jedhuhoo?* Who said that? Who has another justification, yes? If nobody has
74 justification, I tell you that dog is not an omnivorous animal. Let us take a lion; lion is not
75 an omnivore, is it? Dog is under class of lion, which is a carnivore. You learned in biology.
76 SS: Yes

77 T3: We say an animal is a carnivore according to the arrangement of its teeth not because it eats
78 only meat. You know that if you give dog food it eats, when you give it meat it eats.
79 However, because of its teeth arrangement it is a carnivorous animal. And to have got
80 more information on Geography book, the examples are not listed on Geography book. But
81 most of the time this classification or arrangement can be list or classified on biology. So
82 ask your biology teacher, yes for more justification, ask your biology teacher. So this is our
83 previous class lesson, but today we directly jump to the next topic that is resource. You can
84 say resource or natural resource, natural... question?

85 S: Yes

86 T3: Well, yes?

87 S: In our last period, in the previous lesson we said that a goat is herbivorous. How can it be,
88 the dog can eat the snake?

89 T3: Goat?

90 S: Yes, according to I see.

91 T3: You see that? You see when it eh, you said goat or sheep?

92 S: Goat.

93 T3: Goat eating or eating a snake?

94 S: Yes.

95 T3: So due to this factor, you classifying goat under what?

96 S: Omnivorous.

97 T3: Under.

98 S: Omnivorous.

99 T3: Ok, ok we doesn't arranging them depending on their teeth. But we arrange them
100 according to biology, depending on their teeth arrangement, yes, according to their teeth
101 arrangement, not according to their feeding habit. Due to this factor, we categorising
102 sheep, cow, goat, and the like under, under,

103 SS: Carnivorous

104 T3: Carni, no, under

105 S: Herbivorous

106 T3: Not, herbivorous, those eating plants. Do you know canine from the parts of teeth,

107 S: Yes

108 T3: What is it?

109 S: Canine is the type of teeth that is, that is...

110 T3: Animals which are carnivore have very sharp teeth for eating flesh. But a goat doesn't

111 have such teeth; even it doesn't have upper teeth and doesn't have canine on the lower

112 jaw. So, we classify sheep, goat, cow and you know herbivorous those eating plants

113 because of their teeth arrangement, because of eh canine arrangement. So take as that and

114 for more information I tell you; ask your, your?

115 SS: Biology teacher

116 T3: Another question, yes?

117 S: *Gaaffiin koo ammayyuu saree maal jalatti ramadnaadha?*

118 T3: *Ramadneerraam*

119 S: *Ramadneerra garuu utuu beeknuu ramadne malee irratti walii hingalle.*

120 T3: *Saree maal jalatti ramadna?*

121 SS: *[Karniivorasii]*

122 T3: *[Karniivorasii] jalatti ramadna, maal qabdi waan ta'eef, shaarppii maalii qabdi waan ta'eef?*

123 S: Sharp teeth

124 T3: Sharp teeth, especially not teeth, canine, canine, sharp teeth which used them to eat meat to

125 break bones and the like. They have sharp and strong canine to tearing flesh crashing bones

126 and the like. So we categorising dog I think under carnivorous animal, under lion under

127 lion, tiger and the like. So take as it. So, today we deal with natural resources. Or before I

128 define the meaning and the definition of terms and natural resources, ah what does it mean

129 by resource it means? Generally, resource, *[risoorsii] jechuun maal jechuudhaa?*

130 Resource, yes?

131 S: Make

132 T3: Make? Make, make, yes

133 S: Resource means things which we get from the environment.

134 T3: Exactly. A resource is anything that we get or those we benefit from or that we have got

135 from our surrounding mean that from our environment to fill our need. You know to fill

136 our need means to fulfill our need. So when we come to a natural resource, a natural

137 resource is anything is anything or any things that we get that we get from where, from where?

138 S: From our environment.

139 T3: From our environment, from our environment. That meet or to meet our need, or our need.

140 You know to need means. What does it mean that to meet our need? These resources are

141 meeting our need, what does it mean to meet our need, yes, to meet means? Yes raise your

142 hand, to meet means?

143 S: To connect

144 T3 To connect, what does it mean by to connect, please clarify, to connect?

145 S: Connect

146 T3: Connect, connect, yes to meet means another; yes raise your hand, to meet our need well

147 S: To want

148 T3: To want another, yes

149 S: To get

150 T3: To create

151 S: To get

152 T3: To get, ok, to get our need, to meet our need ok, another? What does it mean by to meet

153 our need? Meet our need mean that to fulfill our need, to fulfill our need. To satisfy our

154 need, that means you know our need means, need means, need means, yes.

155 S: Want

156 T3: Want, yes that is want, our want. Our wish can be fulfilled by those natural resources we get

157 or that we extract from our environment, from our surrounding. So, eh for example, how

158 these natural resources fulfill our need, or I think fulfilling our wish, how by giving an

159 example? Give an example how the resources fulfill our need or our needs. *Akkamitti* you

160 know, *hi fakkeenyaaf amma* natural [*risooriin*] *warra nuyi naannoo keenyaa argannu*

161 *maal gochuu kan danda'an? Fedha keenyaa*

162 SS: *Guutuu kan danda'an*

163 T3: *Guutuu kan danda'anii jenneerra*. So, for example, give an example of any natural

164 resources that fulfilling or meeting our needs, any resource, yes? A resource may be

165 resource or resource may be may be what? Natural or

166 SS: Natural or manmade.

167 T3: Natural or manmade. So when we say that natural or manmade resource, then tell us any

168 natural resource and manmade that fulfilling or meeting our need, any resource, yes?

169 *Qabeenya kamiyyuu kan fedha keenya guutuu danda'u tokko himaamee. Hii qabeenya*

170 *beeka an jettan*, any resource, well?

171 S: Plant

172 T3: Plant yes exactly plant is a resource. Is that natural resource or manmade resource, plant?

173 S: A natural resource

174 T3: Natural resource. Natural resources are naturally occurring resource. It can be occurred in
175 nature naturally evolved it means. Yes, another resource, any resource, any resource, well,
176 yes?

177 S: Water

178 T3: Water resource, yes water resource a natural water resource, hii?

179 S: Animal

180 T3: Animal resource, animal resource that fulfilling our need.

181 S: Soil resource

182 T3: Soil resources, possible soil resource, yes another. There are other resources yet, what are
183 there? There are soil, plants, water, animals and the like, another, goat, goat?

184 S: Gold

185 T3: Gold, gold, yes, exactly. Gold is a part of a resource categorised, generally under what
186 resource?

187 S: Mineral.

188 T3: Mineral resource, under mineral resource that can be extracted from the ground. That is
189 good; so all these are a resource that fit our need. They may be classified under natural
190 resource or manmade resource. So this is the meaning of resource. And you know natural
191 resource can be classified as or may be classified under the first one is renewable resource,
192 renewable resources and the second is that non nonrenewable, nonrenewable resource or
193 resources. So you know let me give you an explanation or definition of the difference
194 between renewable and nonrenewable resources. When we say renewable resources, you
195 know renewable resource from its name renewing it means? You know the meaning of
196 means?

197 S: Again

198 T3: Again, regain means. So renewable resources are resources which can be replaced by
199 nature, reflected when we use them for one then they can be replaced again by nature. Then
200 they are termed as renewable resources or to the opposite, nonrenewable resources are
201 resources which can be existed in a fixed amount. You know the meaning of fixed amount.
202 Nonrenewable resources are resources which can be existed on the surface of the earth or in
203 the surface of the earth in a fixed amount. You know in a finite amount which cannot be
204 replaced by nature when we use them ones they did not replaced other time. So they are
205 known as nonrenewable resources. So let me ask you a question ah you know list some

206 renewable resources, tell us some renewable resources those which can be replaced by
 207 nature. One,
 208 S: Plant
 209 T3: Plant yes, exactly. Plant is a renewable resource, yes.
 210 S: Animals
 211 T3: Animals, renewable resource, when we use them then we substitute them again, yes
 212 S: Soil
 213 T3: Soil, possible.
 214 S: Water
 215 T3: Water resource, possible, yes, water resource yes. So yes
 216 S: Solar energy,
 217 T3: Solar energy. So generally, generally, a renewable resources any resource, any resource
 218 which can be used by man and replaced again by nature or by man that can be substituted
 219 again. For example, how you can say plants are renewable resources? How do you
 220 replacing plants when you use once? Yes, raise your hands, any new hands. How do we
 221 categorising plants under renewable resources? *Hii, biqiloota akkamittiin yammuu itti*
 222 *faayadamnu bakka buusuun danda'ama?* Well, try. *Biqiloota beektu mitii, hii? Biqilaa*
 223 *beektaa, hii?*
 224 S: *Eeyyee*
 225 T3: *Biqilaan faayidaa nikennamoo hinkennu?*
 226 S: *Nikenna*
 227 T3: *Maal fa'i?*
 228 S: *Mana ijaaruudhaaf*
 229 T3: *Mana ijaaruudhaaf. Ammasoo, akkamittimmoo bakka bu'a?*
 230 S: *Dhaabanii*
 231 T3: *Yee, dhaabanii bakka buusuun jechuudha.* When we deforesting forests, then we
 232 replacing by afforesting or reforesting. That means you know the meaning of afforestation.
 233 Afforestation mean that planting trees on new land. Planting trees with the areas which
 234 cannot be covered by plants before, previously. That is known as afforestation. You know
 235 reforesting means using that tree or that plant and replacing again. Re-gain it means. That
 236 is afforestation and reforestation or reforesting is the mechanism that we substituting ah
 237 plants. How about soil? How about soil? *Biyyeenoo akkamidha? Biyyee akkamittiin*
 238 *bakka buusuun danda'ama,* shortly? *Biyyee akkamittiin bakka buusuun danda'amaa?* Well?
 239 S: When animals died, they form soil.

240 T3: They form soil, the decay of animal on the surface of the land changed to

241 SS: Soil

242 T3: Soil. Then another? very good, good idea, another? How we replacing or how we

243 substituting ah a soil which can be exhausted? Yes, *biyyeen akkamitti bakka bu'aa, biyyee*

244 *hii, biyyee, biyyee akkamittiin bakka buusuun danda'ama?* Afforestation and

245 reforestation itself substituting a soil, yes. *Biqilaadhuma dhaabuun mataan isaa, maal*

246 *jechuudhaa? Biyyee bakka buusuudhaa jechuudha, biyyee bakka buusuudha.* So these

247 are that. And the other thing that we have to seen that environmental degradation,

248 environmental degradation. You know the meaning of degradation, degrading means,

249 degrading means, environmental degradation means? Yes, environmental degradation.

250 That is positive activity or negative activity to the environment?

251 S: Negative activity

252 T3: Negative activity. So, how we can explaining degradation, any environmental degradation,

253 Well.

254 S: When we cat the plants or when we deforest the plants, the environmental, the

255 environment is disturbed

256 T3: Disturbed, exactly

257 S: So the atmospheric results decrease

258 T3: Yes the atmospheric condition may become decrease

259 S: The temperature is increase

260 T3: The temperature increase the pressure decrease, ok and totally this activity it is an activity

261 which deteriorating or which degrading or you know which destructing the environment .

262 For example, environment becomes degraded by unwise use, unwise use of natural

263 resource, unwise use of natural resource result in environmental degradation. You know

264 unwise use. What is the meaning of unwise use means? Unwise use means that is misuse,

265 misuse of natural resources. Not using the environmental or the natural resources unwisely,

266 unwisely. Unwisely *jechuun maal jechuudhaa?* Unwisely use, wise use unwise use is the

267 opposite of wise use. What does it mean by unwise use of natural resources?

268 S: *Beekumsaan ala fayyadamuu*

269 T3: *Beekumsaan ala, beekumsaan ala yookiinimmoo*

270 S: *Seeraan ala,*

271 T3: *Seeraan ala* yes exactly. *Seeraan ala yookiinimmoo hamma barbaadamuun ala itti*

272 *fayyadamuu.* Unwise use, that is unwise use of natural resource, it is termed as unwise use.

273 So this unwise use or misuse of natural resource is termed as environmental degradation.

274 Degrading the environment, deteriorating the environment, suffering the environment,
 275 affecting the environment negatively, negatively. That is known as environmental
 276 degradation. For example, *fakkeenyaaf amma [teebilii] kana tokkittii hojjechuudhaaf*
 277 *muka, muka waan guddaadhaaf ooluu danda’u tokko jiksinee ishee kana qofaa irraa*
 278 *baafannee yoo dhiifne* that is unwise use, it is unwise use. *Hamma barbaadamuun alatti*
 279 *fayyadamuu yookiinimmoo waan ooluufii qabu sanaaf hinoolle*. That is misuse of natural
 280 resources is termed as natural resources, sustainable environmental degradation. Then how
 281 about sustainable use of use of natural resources, sustainable use of natural resources. What
 282 does it mean by sustainable use of natural resource is I think it is the solution, the means or
 283 the mechanism by which we protect degradation. Degradation of the natural environment,
 284 deterioration of the natural environment can be maintained by or controlled by
 285 sustainable use of the natural resources. What does it mean? Sustainable use
 286 *jechuunimmoo maal jechuudha*, yes?

287 S: *Seeraan fayyadamuu jechuudha*

288 T3: *Seeraan fayyadamuu jechuudha. Inni kun seera malee fayyadamanii balleessuu*
 289 *yammuu ta’u* . This means that use wisely, use wisely. You can take wise use or it is an
 290 activity which led or which lead the natural environment or which keep the natural
 291 environment for the coming generation. *[Jenereeshinii] dhufuuf kan hambisaa adeemu*
 292 *jechuudha*. Sustainably that means to ah to give continuation, continuation for the natural
 293 resource or lifelong for natural resource. That is by wise use, by wise use of natural
 294 resource, natural resource. By wise use of natural resource become used sustainably.
 295 Sustainability, *akka qabaatu, itti fufiinsa akka qabaatu gochuu jechuudha. Maleessaa*
 296 *akka arganneen xumuruufi fixuu dhiisuu jechuudha*. That is known as sustainable use of
 297 a natural resource. So it is an activity which does not deflect or damage the environment. It
 298 is an activity is an activity or an activity which does not deflect or damage, damage the
 299 environment or the natural environment, natural environment can damage. What is the
 300 meaning of damage? Damage *kanhingoone*. You know damage.

301 S: *Balaa*

302 T3: *Balaa yookiinimmoo miidhaa irraan utuu hingeessisin itti fayyadamuu*. And it is also an
 303 activity which deals long life for the natural environment or which keep a natural
 304 environment in a good order for the coming generation. That is known as sustainable use of
 305 a natural resource. The best mechanism of this sustainable use of natural resource is known
 306 as conservation. You know conservation means. Conservation *jechuun maal jechuudhaa?*

307 Conservation, conserving, conserve something. What does it mean by that, conservation,
308 conserve, well?

309 S: *Faalama qilleensaa*

310 T3: *Faalama qilleensaa*, that is pollution, yes, air pollution, that is air pollution. So how what
311 does it mean by conservation? That means we keeping for natural resource long life or we
312 protect natural resources from damage by conservation means, conserving. Food
313 conservation, plant conservation, take any natural resource conservation. What does it
314 mean by conservation? Conservation *jechuun maal jechuudhaa*, yes?

315 S: Protecting

316 T3: Protecting, protecting or

317 S: Keeping

318 T3: Keeping or

319 S: Wisely use

320 T3: Wisely use or use wisely use wisely a natural resource, conserving means that. Not finish
321 today means that, har'uma *itti fayyadamnee dabarra isa jedhamu miti jechuudha*. For
322 example, if you take nonrenewable resource especially that one I left a point under
323 renewable resources are a resource which can be no which cannot be replaced by nature we
324 said. These resources are for example, all mineral resources. All mineral resources are
325 categorised under,

326 SS: Nonrenewable resources

327 T3: Nonrenewable resources. For example, you know mineral resources. What are nonrenewable
328 mineral resources?

329 S: Gold

330 T3: Gold

331 S: Copper

332 T3: Copper

333 S: Petroleum

334 T3: Petroleum

335 S: Iron

336 T3: Iron, possible, iron

337 S: Aluminum

338 T3: Aluminum

339 S: Diamond

340 T3: Diamond, any, any mineral resource, rock, gold, stone and the like. You know stone, rock a
341 is part of mineral resource. For example, under this you can list all mineral resources; all
342 mineral resources are nonrenewable resources. That means when we use them one, we
343 doesn't replace them again. For example, *amma dhagaan iddoo tokko niba'a yoo ta'e,*
344 *dhagaan iddoo tokkoo niba'a yoo ta'e nidhumamoo hindhumu, nidhumamoo hindhumu?*
345 SS: *Hindhuma*
346 T3: Raise your hands please. *Dhagaan nidhumamoo waan hindhumnedha?*
347 SS: *Hindhuma?*
348 T3: *Kan hindhumnee, dhagaan hindhumuu?*
349 SS: *Hindhuma*
351 T3: *Hindhuma jechuudha.* So how can you replace stone again or rock again? How do you
352 replace rock again? *Bakka buusuun*
353 SS: *Hindanda'amu*
354 T3: *Maaliif? Maaliif bakka buusuun hindanda'amu dhagaa? Yookaanimmoo,* not only stone
355 you can take any mineral: petroleum, any petroleum gas, gold, copper and the like. Any
356 somewhat mineral cannot be replaced them again why?
357 S: They can't have offspring
358 T3: They can't
359 S: Spring
360 T3: They can't split. They did not spring out; they did not flow outwards from outside. Then
361 they are live in a finite amount. You know finite and infinite you learn in mathematics.
362 Yes, set finite and infinite, yes. To know finite means what is the meaning of finite, finite.
363 S: End
364 T3: End which have end. That means that can be counted and end. *Nilakkaa'amu garuu maal*
365 *ta'u hindhumu jechuudha?* So for example, those nonrenewable resources are resources
366 that cannot be replaced again when we used them at once. And *amma takkaa fixnee*
367 *jennaan bakka buusuun hindanda'amu jechuudha.* So conservation is a good
368 mechanism or a good measure especially, especially for those nonrenewable resources.
369 *Warra kaanillee biqilaa maal gochuu dandeenyaa? Deebifnee dhaabnee bakka buusuu t*
370 *dandeenya jechuudha.* Bu it takes long time, to replace them takes long time but they can
371 be replaced and substituted. But those nonrenewable resources are resources which cannot
372 be replaced. Then we use them wisely, sustainably, and conservation methods. That is all
373 of today. So if you have any question, one question. Yes?

- 374 S: Nonrenewable mineral [*risoorsii*]keessa fakkeeniyota hedduutu jira, warra akka
 375 [*mineraal resoorsiifaa*]. Renewable recourses warri nuyi jennu kan akka [*pilaantiifi*
 376 *aniimaalsiitiin*] alatti [*egzaampiliin*] biraan jiraachuu hindanda'uu?[*Nanriniweebiliin*]
 377 *fakkeenya biraa hinqabuu mineraalotarraa kan hafe?*
- 378 T3: [*Nanriniweebiliidhaaf egzaampiliin*] biraan hinjiruu kan mineraalotaa irraa kan hafe?
 379 How do you say that? *Maal jettu isin? Maalfaatu jira jettee yaadda?*
- 380 S: *Fakkeenyaaf warri namoonni hojjetan kan akka ji'oo termaaliifaa, human [medii] warri*
 381 *ta'anii nijira garuu nachuraalii jalatti ramadamu jedheen yaadda. Fakkeenyaaf,*
 382 [*riniweebiliin*] walii warra ta'an yoo fudhachuu barbaadne, warri akka ji'oo termaal
 383 *inerjiifaa, soolaar inerjiifaa warri akkas akkasii jiru. Garuu inni kunimmoo*
 384 [*nachuraalii*] qofaa miti waan ta'eef..
- 385 T3: *Kanaafuu [nanriniweebiliin] kun [egzaampiliin] kan biraa hinqabaatuuree [mineraaliin]*
 386 *irraa kan hafe? Well, baay'inaan mineraaliidhumadha. Baay'inaan mineraalota warra*
 387 *dhumuu danda'an deebi'aniimmoo bakka hinbu'ne sana. Warra kaan amma,*
 388 *fakkeenyaaf, namtolchees yoo ta'e nachuraaliis yoo ta'ee bakka buusuun nidanda'ama,*
 389 *namtolchees yoo ta'e. Warri namni tolchu namumatu deebisee tolcha jechuudha, yoo itti*
 390 *fayyadame deebisee bakka buusuu nidanda'a. Garuu especially gosa mineraalotaa kana*
 391 *namni bakka buusuu hindanda'u.*
- 392 S: *Asirratti barsiisa.* All mineral resources are nonrenewable [*risoorsisiidhaa*] jenneerra.
 393 *Amma al tokko, tokko warqeen galaana keessaa baafne deebi'eemmoo bakka bu'a...*
- 394 T3: *Idduma fedheeyyuu haba'uu inni [nanriniweebiliidha], maaliifi?*
- 395 S: *Amma, fakkeenyaaf, har'a warqii sana baasanii deebi'aniis baasuu nidanda'u.*
 396 *Akkamitti bakka hinbuune jechuu dandeenyaree?*
- 397 T3: *Bakka bu'e minikaa inni. Ilaa warqii sana boris iftaanis itti deebi'anii argatu jechuun*
 398 *dhufee ah akka biqilootaa, akka biyyee bakka bu'ee dhaabamee yookaanimmoo irra*
 399 *deebi'amee hojjetamee bakka bu'ee jechuun utuu hinta'in isuma jiruti [irroozyiniidhaan],*
 400 you know erosion, *bishaanidhaan, haramaan, dhufe iddoon sun [dippoziishiniidhaan]*
 401 you know plane area. Plane area means it is an area suitable for depositing of dirty particle
 402 or any mineral to deposit in that area. *Iddoon sun aramaafi kuufamaaf mijaawaa taanaan*
 403 *dhufee, dhufee bu'a malee haaraatu uumamee bule miti. Iddoo biraarraa isa dhufudha*
 404 *inni iddoo biraarraa dhufu sunimmoo maal ta'uu danda'aa? Inni iddoo biraadhaa*
 405 *haramu sun maal ta'uu danda'aa? Dhumuu danda'a jechuudha. Yoo dhumemmoo*
 406 *maal hinta'uu?*
- 407 S: *Bakka bu'uu hindanda'u*

- 408 T3: *Bakka bu'uu hindanda'u. Kanaaf [mineraalonni] baay'een isaanii bakka bu'uu*
 410 *hindanda'an jechuudha. Baay'eeyyuu miti all mineral resources bakka bu'uu*
 411 *hindanda'an jechuudha.*
- 412 S: *Achirratti biyyee kan argannu aniimaalsiin Yeroo du'anidha. Dhagaa garuu akkamittiin*
 413 *argachuu dandeenya?*
- 414 T3: *Hinargannu jenne miniiree? Hinargannu jenneem.*
- 415 S: *Warri dur uumamanimmoo akkamittiin uumamuu danda'an? Amma, fakkeenyaaf,*
 416 *dhagaawwan bakka addaddaatti biqilaanii argina.*
- 417 T3: *Dhagaan akkamitti uumameedha egaa innimmoo. Isammoo kutaa kudhanitti isinan*
 418 *re of Oromo barsiisa.* How rocks are formed? Rocks are formed through different
 419 processes, different tectonic activities within a long period of time. *Biyyeen maal ta'aa?*
 420 *Gosa dhagaa sadan natti himaa: dhagaa kosmontaa, dhakaa jijjiiramaafi dhakaa*
 421 *baqqorree jechuudha. Tokkoo, tokkoon isaanii akka itti uumaman qabu jechuudha.*
 422 *Biyyeen yoo walirra tuulame wanti addaddaa walirra tuulamee yeroo dheeraa ture*
 423 *leeyerii uumuudhaan dhagaa ta'a jechuudha* the layer to form layer. Well it is enough for today.

Lesson Transcripts of T4

Lesson I

School Name: *Derge High School*; **Date of Observation:** *12/05/11*; **Duration:** *30 Minutes*

- 1 T4: Last time we have seen eh the sixteenth century the major conflicts between the Christian
 2 kingdom of Ethiopia and Muslim sultanates. Then what was the basic reason for the long
 3 period of confliction between the Christian kingdom and the Muslim sultanate of the
 4 Ethiopia region? Why, why, why they conflict each other? Do you remember?
- 5 S: *Zeyilaa Tireed [Ruutii] qabachuudhaaf.*
- 6 T4: What, what, say it again.
- 7 S: *Zeyilaa Tireed [Ruutii] qabachuudhaaf*
- 8 T4: To control Zeila Trade Route. Then the main causes for the long period of confliction
 9 between Christian highland kingdom of Ethiopia and the Muslim sultanates was to control the
 10 Zeila Trade Route. Exactly, now then, in the sixteenth century you know two major events have
 11 took, taken place in Ethiopia region in the horn of Africa. One is big confliction sixteenth
 12 century you know? In sixteenth century in Ethiopia two events had taken place. That is one
 13 is confliction, confliction between the Christian highlands kingdoms of Ethiopia and the

14 Muslim sultanates. The second is population, population movement and expansion,
15 expansion. These are the two major events in the Ethiopia History during the sixteenth
16 century period. Then know we are coming to our new topic concerning the population
17 movement. Because we already completed the confliction between the Muslim sultanates
18 and the Christians highlands kingdom of Ethiopia for the long period of time and we
19 completed the victory of Ahmed Gragn at Shumbura Kure in 1529. Now we are coming to
20 the new topic for today, The Oromo Population and Expansion, (silence for 13 sec) and
21 expansion, expansion. This will be our new topic for today and will be explained. What is
22 the meaning of expansion by the way or movement? Actually *baballachuu* is the translation
23 English to Afan Oromo. What is population expansion or what is population from
24 movement? Why people move? Why people expanding? Usually population movements
25 appeared or occurred with different events. Before these, before we go to eh a detail of these
26 points, we better mentions some examples about the movement of the Somali and the Afar
27 people in the sixteenth century that is in the 16th century. One, Afar before the Oromo
28 movement, Afar plus Somali, Somali involved or engaged in a very dif... popular movement
29 in the region of some eastern part of the present Ethiopia. Why they move by the way at
30 that time? Why they move, why they involved in this expansion? What was the basic reason
31 behind this Somali and the Afar movement in the sixteenth century? They made very little
32 or small sort of population movement. Why, why, why is the reason? *Yaada qabdan*
33 *kamiyyuu karaa qabdan kamiyyuu ibsuu nidandeessu. Kanaafi kana fakkaata jechuu*
34 *dandeessu isa qulqulluutti booddee dhufnaa.* The Somali and the Afar they involved in a
35 population movement in the sixteenth century in thirteen new pastures, pasture land and
36 water for their animals. This was the basic reason for the Afar and Somali people moving.
37 They couldn't get sufficient water and pasture in their particular area and they forced to move
37 out in some direction where there is a pasture, sufficient pasture and water for their animals.
38 As you know, the Afar and the Somali regions are in a semi-desert climatic condition. They
39 couldn't get sufficient water and pasture available for their animals. *Kaloo dheedichaafi*
40 *bishaan horii horsiisan waan hinarganneef, warri Somaalii kun sochii godhan ummata*
41 *Oromo dura.* This was earlier that the Oromo population movement. *Kan Oromoo dursaniif*
42 *maaliif, hii, hii?* What, what, what we are saying? Anyhow, this movement was faced new
43 factor. The appearance of Imam Ahmed, Imam Ahmed changed the direction or the general
44 situation of the movement of the Somali and the Afar of the sixteenth century. The coming of
45 the Imam Ahmed completely changed their movement, the general situation of the movement.
46 How, he brought them together, brought them together Afar, Somali, the Harari, the Argoba

47 and the Harari. He brought them all together to make or to unify them under one unit. He
 48 brought them, they have been conflicting each other during the expansion. *Yeroo walii yeroo*
 49 *baballatan sana wallolaa turan. Yeroo sana wallolaa turan, bishaaniifi kaloorratti,*
 50 AHMED GIRAGN BEMEHAL he brought them together to discuss the existing problem
 51 and brought them together. Then finally, he used as a port of Trade Route and then fought
 52 against the Christian Kingdom, against the Christian Kingdom. You know the Shumbura
 53 Kure *injifannookan nuyi jennu jara kana kan walitti qabee tokkummessee ofii keessanii*
 54 *karoorra walloluu dhaabaa* MINDIN NEW YIHE Harar plateau, Harar plateau LEMIN
 55 ANIYIZIM, LEMIN ANIYIZIM? Why don't we go and settle on the Harar plateau? LEMIN
 56 ANISEFRIM IZIYA HEDEN? Christian Kingdom highland area WUST LEMIN
 57 NIGEBAM BEMILEW HIZBUN ASTEBABERENA IRSI BERASACHIHU
 58 KEMITIWAGU KIRISTIAN HAYILANDIN LEMIN ATIYIZUM BILO SHUMBURA
 59 KURE *injifannoof naakenni jetteen kanaaf.* Therefore, the first movement of population in
 60 the Ethiopian region in the horn of Africa was occupied by the Afar
 61 SS: and the Somali
 62 T4: And the Somali. Now we are coming to The Oromo Population Movement, the Oromo
 63 population movement. Before that, where is the original home land of the Oromo people by
 64 the way?
 65 S: Borena
 66 T4: When you answer the question please you better to raise your hands first. Your activity is very
 67 good. But please, raise your hands. Where was the original home land of the Oromo people?
 68 S: Borena
 69 T4: Borena. Another additional suggestion; the original home land of the Oromo people? No
 70 additional suggestion on the original home land of the Oromo people? *Ofumaan itti galakaa.*
 71 ISHI.
 72 S: Borena and Barentu
 73 T4: Borena and Barentu. Borena is the name of a place; Barentu is the name of one branch of the
 74 Oromo community. *Baarentuun maqaa komiyuuniitii Oromoo damee tokkooti; Booranaan*
 75 *maqaa bakkaati. Walduukaa hindeeman jarri. Maal jechuuf jette?*
 76 S: Gadaa System
 77 T4: *Gadaa [siistemii] miti.* It is the institution of the Oromo political, religious and economic
 78 situation *hii? Gadaa [siistemiin]taquwaamii isaati.*
 79 S: *sirna ittiin bulmaataa*
 80 T4: *sirna ittiin bulmaataa isaati*

81 S: homeland

82 T4: Not homeland, homeland. Many writers have different suggestions on the original homeland
83 of the Oromo people but most of them are far away from the truth. Some of the writers simply
84 wrote baselessly. They had no concrete historical evidences. For example, among the writers
85 of the History of the origin of the Oromo people in the horn of Africa was the Aba Bahire
86 was one of the writers. *Afaan Gi'üziiitiin barreessee ture jalqaba seenaa Oromoo. Oromoon*
87 *bishaan keessaafaa ba'anii haala jedhu nutti dhiyeessaa. Naanoo Oromoon itti argamu*
88 *hayiqiin jira waan ta'eef tarii. Keeniyadhaan biyaa alaatii galan kan jedhus jira.* Oromo
89 never entered from other outside region. *Itiyoophiyaa keessa kan seenan biyya alaatii mitii.*
90 *Akkasumas dhalli namaa bishaan keessaa uumames hinjiraatu. Hata'u malee* based on
91 very factual historical data, the first Oromo people homeland was south eastern highlands,
92 highlands in the Ethiopian region, south eastern highlands. This place is most dominantly
93 indicating the border, the border of Bale, Bale and Bale plus Sidamo, Sidamo. Farther again
94 the southern, south eastern highlands of the Oromo region supported by other evidences, to
95 be around the upper, upper course of River, *maqaan lagattii*, River Genale, Genale. *Sadiirra*
96 *jirra mitii?* The other historical indicator at the first Oromo homeland was in the eastern part
97 of the Rift Valley Basin, Rift Valley. *Iddoo feetaniifi iddoo barbaaddan dhaqaa seenaan*
98 *ragaan ballaan kan argamee bakki ka'umsa ummata Oromoo ogeeyyiin ibsan naannoo*
99 *kana jiru ragaaleen jechuudha. Bishaan keessaa ba'ee, biyya alaatii dhufee, Kaaba*
100 *Somaaliyaatii Baahiree jedhamuun godaaneefi karaa Keeniyaa ce'e kan jedhu gabaasni*
101 *dabtaraa Abbaa haqaan alatti daandii saayinsii seenaa hordofeen utuu hinta'in haqaa*
102 *ala ilaalcha kan biraatiin barreeffame. Garuu hata'u malee ragaaleen qorannoo warri*
103 *dhugaarratti hundaa'an* they are indicating directly the place, the exact location of the
104 original Oromo people are marked by this areas. One the border of Bale no, the south eastern
105 highland plateau, the south eastern highland plateau. Ah BATU TERARA, *olka'aadha lafti*
106 *Baaleedhaa*, Bale has a mountainous area or region in Oromiya. Batu Mountain, the border
107 of Bale and Sidamo. *Baaleefi Sidaamoon lafa itti waldaangessan naannoo sanaa jedha.*
108 *Idduma tokko agarsiisa ragaaleen.* Around the upper and the upper course of River Genale.
109 *[Aapper koorsiin] Gannaalee naannoo kanaa ka'a* .It is the eastern part of rift valley lakes
110 of Ethiopia. *Rifti vaaliin Itiyoophiyaa karaa ba'aatiin daangessa.* All these are indicating,
111 indicating the political center of the original land of the Oromo people is Mede Welabu.
112 *Warri kun hundumtisaanii naanna'aniidhuma iddoo tokko agariisu [konverjidii] ta'anii*
113 *iddoodhuma tokkotu [konverjii] godhe jechuudha, Madda Walaabuu.* Now most historians
114 agreed that Mede Welabu was the religious and political centre of the Oromo people.

115 Therefore, the original homeland of the Oromo people is the south eastern part of the present
116 day Ethiopia. Oromo was not come outside of Ethiopia to the horn of Africa. Oromo is not
117 evolved from the water. It is part of an Ethiopian. *Bishaan keessaa [ivoolvii] ta'e miti; biyya*
118 *alaatiis dhufe miti*. INDIYAWUM *ummatni Oromoo damee maaliiti?*

119 S: *Damee Kuush*

120 T4: Thank you very much. *Harka baasuudhaan jedheen ture silaa; harka naanbaasne amma*
121 *ati. Harka baasaatii deebisaa yammuu deebii laattan*. Yes Oromo, Oromo is one branch of
122 Cushitic, Cushitic family. Therefore, the Cush had a very long History in the horn of Africa.
123 More than eight thousand years. *Kuushiin waggaa kuma saddeetii ol qaba gaafa Afirikaa*
124 *keessatti, Itiyooophiyaa keessatti Kuush. Ummatni Oromoo damee Kuush erga ta'ee alaa*
125 *maaltu isa fideree? Gama kanaan sana hinfaallesuu? Kanaaf, warri akkanatti barreessan*
126 *seena ragaa hinqabneedhaa. Kanaaf seenaan, qorannoo seenaa dhugaarratti hundaa'e*
127 *ka'umsi Oromoo addana ta'uusaa agarsiisa*. This Mede Welabu is the first political and
128 religious centre of the Oromo people. Before they started to expand or I mean make
129 movement in different directions. From here centering from the Mede Welabu, the Oromo
130 people forced to move in different directions from the sixteen century. What was the basic
131 reason? Now let us come to the basic reason for the Oromo people movement in the
132 sixteenth century in the horn of Africa concerning the Ethiopian region. What was the basic
133 the major cause for the Oromo people movement in the sixteenth century?

134 S: Northern Sudan

135 T4: Northern Sudan. Actually the Oromo people's movement not reached the Northern Sudan of
136 present day. The other two reasons, *Kaaba Sudaan har'aa hingeenye sochiin ummatni*
137 *Oromoo yeroo sana godhe lafti inni gahe nijira. Isaan keessaa waan dubbifan keessaa,*
138 from any material you read also from any information you get from any media you can give
139 suggestion about the movement, the cause for the movement of the Oromo people in the
140 sixteen century. *Maaltu sochii kana akka kakaase deebii argachuu qabnaaka bor ittiin yoo*
141 *namni nu gaafate akka deebisnuuf har'a danda'uu qabnaa jechaadha*. What were the basic
142 causes for the movement? *Afaan Oromiffaanis, Amaariffaanis, Ingiliffaanis,*
143 *sadanuutiinuu nidandeessu. Maayinni kaka'umsa akka Oromoon baballina Oromoo*
144 *kana fide? Maayinni rakkoonsaa maal ta'a lafa dhalatetti hafeera yoo ta'e? Gaaffiin koo*
145 *kanadhaam? Maal salphaadhahoo kun, maal yaaduma mataa keessanii hinilaattanii?*

146 LERASACHIHU IKO NEW. YEMESLACHIHUN HESAB MESTET TICHILALACHIHU.
147 WEDE IWUNETAW BOHUWALA INMETALEN.

148 S: *Ilaa*

149 T4: ABET, MAMUSH

150 S: *Lafa baballifachuudhaaf*

151 T4: *Lafa baballifachuuf*. This is, they mean that territorial expansion. Be careful, territorial
 152 expansion. This is, another, this is his own suggestion.

153 S: *bittaa cunqursaa jalaa ba'uuf*

154 T4: *hii?*

155 S: *bittaa cunqursaa jalaa ba'uuf*

156 T4: *bittaa cunqursaa jalaa ba'uudhaaf*

157 S: *Hacuuccaa irratti godhamu jalaa ba'uudhaaf*

158 T4: To hi-hi-hi (laughing) to effect or protect from exploitation and domination. *Hacuuccaa*
 159 *irratti godhamu jalaa ba'uudhaaf jedhe. Kan biraa tokko itti daballee an ofii kootii itti*
 160 *seenuu kooti. Yaada kan biraa.*

161 S: *Iddoo daldala qabu barbaaddachuuf*

162 T4 *Iddoo, iddoo bosona qabu; daggala qabu, hii daldala jettee?*

163 S: *Eeyyee*

164 S: *Iddoo daldala qabu filachuuf*

165 T4: *Ee iddoo daldala qabu*, to control Trade Route, trade and trade route, to control trade and
 166 trade route.

167 S: *Qomoon isaa akka hinbadne gochuudhaaf*

168 T4: Ok, *structural expansion jechuudha. Kan biraa*

169 S: *Lafa marga qabduufi iddoo bishaan baay'een jiru baraad... qabachuuf*

170 T4: Looking for new lands for new lands new lands of pasture and water for their animals.
 171 Thank you. *Hinga'aa*. Good discussion. You have suggested important points about for the
 172 causes for the Oromo people movement in the sixteen century. *Achi keessaa kan*
 173 *dhugaarratti hundaa'etu bakkee ba'a. Yaadni keessan baay'ee gaariidha*. Then one of you
 174 said the territorial expansion. This is really very wrong. The Oromo people's movement in
 175 the sixteenth century was not in need of conquering new land, or new country or new
 176 people. No it is not for the conquest of new Trade Rout or other people in their own area.
 177 *Akka Musliim sultaaneetiifi* Christian highland [*kingdamii*] *daandii gabbarsiisuu, qaraxa*
 178 *kuchisiisuurratti kanaafi faayidaa kanaarratti walhinlolle*. CHIRASH, *daangaa isaa*
 179 *baballisuuf haala kanaan daangaa baballifachuuf hindeemsifne. Inni tokkommoo akka*
 180 *jedhee, hacuuccaa baqatu miti, rakkina makaa ikoonoomiiti garuu*. Control trade *eh kunis*
 181 *eksiidhaa. Daangaa baballifachuun daandii Zeyilaa Tireed [Ruutii] fakkaatan sana, akka*
 182 *Musiliimotaafi Kiristiyaanaa sana fedhii qabaatee miti*. Looking for new lands, *kana. Kun*

183 *[fookaal pooyintii] isaati* Oromo people's movement in the sixteenth century *keessatti*.
184 Because of its population, and animals especially cattle when they are increasing in number
185 they wanted to get new lands and new areas. *Malee akka warra sanaa lafa haaraa, daandii*
186 *daldalli keessa qaxxaamuru to'achuudhaaf miti. Baay'eedha waa'een [koozzii] kanaa*
187 *tokko lama mitiigaafa dhimma kanaaf jennu hedduudhaa yeroo itti aanutti isa kana itti*
188 *fufna tokko tokkoon maaliif ummatni Oromoo jaarraa kudha ja'affaa baballate kan jedhu*
189 *kanaan walhaqabatu malee damee hedduu qabaa. Har'aaf kanumaan xumuruu yaalla.*
190 *Yoo gaaffiin jiraate mee naakaasaa. Waanan amma dubbadhe hundumaa keessaa jechas*
191 *hata'u konseptii tokkos hata'u yaada qabdan. Gaaffii bira hindarbinaa wanta [viiziyinii]*
192 *uumu tokkollee, yes?*

193 S: *Bishaan bichaadhamoo bishaaniifi marga bichaadhamoo lafa baballisuudhaafis*
194 *socho'aniiru? Kanadha gaaffiin koo?*

195 T4: *Bishaaniifi marga duwwaadhaafi kan isaan lafa barbaadaniif jechuu keetii?*

196 S: *Eeyyee*

197 T4: *Kan Oromoon lafa haaraa barbaadne bishaaniifi gixooshii duwwaadhaafi jechaa keeti*
198 *mitii?*

199 S: *Eeyyee*

200 T4: Yes, *yeroo kana maayinni ittiin bulmaatni Oromoodhaa beekta, baay'ee gaariidha, yaada*
201 *gaarii kaafte amma ati.* You have raised very important question. Mostly the Oromo
202 people of the time occupied by animal rearing, animal husbandry. *Horii horsiisee, horsiisee*
203 *bulaadha Oromoon. Ka'umsa isaatii kaasee loon jaallata. Looniif kanaaf albuuda*
204 *baasuuf lafa bal'aa barbaadee miti. Kana barbaadeef miti. Loonsaa mana isaati, hunda*
205 *isaati, hunda isaaniiti.* KEBTOCHU HULUM NACHEW LESU, BETELEYYI YEKEND
206 KEBTOCH. SILEZIH *lafa kan inni barbaadeef baballifachuuf miti. Gixooshii haaraafi*
207 *bishaan loon sana obaasu isa har'ayyuu ummata Oromoo Booranaatiifi ummata Oromoo*
208 *Keeniyaa Itiyooophiyaa gidduuttiyyuu bishaanirrattifi gixooshiurratti walitti bu'uinsi nijira.*
209 *Amalli isaanii horsiisee bulummaa ammayyuu aadaa ummata Oromootti.*

210 S: *Abbaan Baahiree seenaa Oromoo gaafa tsaafaa ture masaraa Libina Dingil keessa taa'ee*
211 *tsaafaa turemoo eessadha?*

212 T4: *Galatoomi xuruudha gaaffiin kee.* It is a good question. Aba Bahire is one of the writers of
213 Oromo History in Geez language. When he was, while he was writing this Oromo History,
214 YEGALLA TARIK BEMILEW METSIHAFU WUST *Gi'iziidhaan barreesse. Eessatti*
215 *barreesse gaaffii jedhuuf masaraa yeroo sana Sartsa Dingil mootii jedhamutu jira mootii*
216 *Kiristiyaanaa Libina Dingiliin miti. Sartsa Dingil namicha jedhamutu aangoorra ture.*

217 *Namichi kun dabtaraadhas*. YAW the education was based in Ethiopia was church
218 education, Quran education. *Beektu mitii*, ZEMENAWI IWUKET YELEM YE'IWKET
219 MESERETU, YETIMHIRT MESERETU BEITIYOPIA church education NEW. INA
220 History TSEHAFIW, *Abbaan Baahiree kan inni ture bara Sartsa Dingil bara* church
221 education *sana* BECHERCH WUST HONO NEW YETSAFEW INJI *bara Libina Dingil*
222 *hinturre kan inni barreesse*. Another question, no question? Ok, for today we stop here.

Lesson II

School Name: *Derge High School*; **Date of Observation:** *13/05/11*; **Duration:** *34 Minutes*

1 T4: Ok now eh directly we will go to the next topic, the new topic that means The Oromo
2 Population Movement and Expansion. The Oromo (writing for 30 seconds). This is the event,
3 event happening in the horn of Africa in the present day Ethiopian region. This large scale
4 population movement was conducted(they conducted or taken place during or throughout the
5 sixteen century) you know sixteen century. How many years ago?

6 SS: Six years ago

7 T4: Six years ago, no. Sixteenth century is somewhat four hundred years ago. *Waggaa dhibba*
8 *afur garas mitii? Isa ilaalla jechaadha*. Before that, before we go to the causes of migration
9 mean expansion or movement we better to know the first original homeland of the Oromo
10 society or Oromo community. Where was the homeland or the original area of the Oromo
11 people in the horn of Africa of in the Ethiopian region? You can give me any suggestion
12 concerning this Oromo area of the previous one from whatever you read, read it last time or
13 from you textbook, or from the information you get from somebody. Where was the first
14 homeland of the Oromo people in the Ethiopian region before their migration? Where was the
15 Oromo area before their migration of the sixteenth century? *Yaaduma barbaaddan kennuu*
16 *dandeessu* area *akkasii, kan dubbistanirraa,*

17 S: Borena

18 T4: Raise your hands when you ans... when you attempt to answer questions, please raise your
19 hands

20 S: Borena

21 T4: Borena, he said Borena, another?

22 S: Afar

23 T4: The first homeland of the Oromo people is not in Afar, not in Afar.

24 S: Barentu

25 T4: Barentu was one branch of the Oromo community. Borena, the Oromo community is first
 26 divided into two branches. One, Borena the other is Barentu. Therefore, it is not their correct
 27 name. Barentu is the name of the one branch of Oromo community. Another, he said Borena.
 28 Borena is mentioned by him. Another, another, another attempt? Allwright

29 S: The border of Bale and Sidamo.

30 T4 Thank you very much, border of Bale and Sidamo. Thank you. The first homeland of the
 31 Oromo people, ISHI another, another? Is there anybody who adds some more?

32 S: Around the River of Genale.

33 T4: Upper course, I mean upper course I mean, upper course of River Genale. Another,
 34 S: Eastern part of the Ethiopian rift valley lake, eastern part of the Ethiopian rift valley lake.

35 T4: Eastern part of the Ethiopian rift valley lake, eastern part of the Ethiopian rift valley lake.
 36 These are indicating the first homeland of the Oromo society in the Ethiopia. Indicating
 37 generally, it is indicating the south eastern part of Ethiopia, south eastern part of Ethiopia.
 38 Eh *ba'a kibba lixaa Itiyooophiyaa ture naannoon kun*, south eastern highlands. Several
 39 writers attempted to indicate the first or the origin of the Oromo people or the, the, the place
 40 from where they came into the horn of Africa. But most evidences concerning the origin of
 41 the Oromo people I mean the original homeland of the Oromo people indicating this area.
 42 Now this area is known as Mede Welabu, in general, Mede

43 SS: Welabu

44 T4: *Naannoo wanniin kun irratti xiyyeeffatanii agarsiisan kun ragaa seeraa hedduutu kana*
 45 *miirkaneesse. Jalqaba dhalli Oromoo yookaan ummatni Oromoo ka'umsisaa,*
 46 *man'eensaa, qe'eensaa naannoo kanaa jedhama, iddoonsaas Madda Walaabuu jedhame.*
 47 That Mede Welabu is a very remarkable centre of political, political and religious centre.
 48 According to the Oromo traditional religion, eh this Mede Welabu is giving services for as a
 49 political centre at the same time as religious centre. *Namoonni achi deemu eddee gaafasii*
 50 *amma holiilaandi jedhanii Jerusaalemiin deemu Kiriistiyaan [Kingidamiin] durii*
 51 *mootoleen durii warri akka Yaa'iqoobfaa, waari akka Sartsa Dingilfaan, maaloofaan*
 52 *Jerusaalemiin deemu. Ummatni Oromoo Madda Walaabuukana bakka adda addaarraa*
 53 *fagaatee gaafa muuvimentiidhaan addaddaa deemee waggaatti altokko dhufa iddoo kana,*
 54 *Madda Walaabuu kana lafa senterii amantii godhate.* Now this is the generally the original
 55 homeland of the Oromo people. Causes: what makes the Oromo people to move or expand
 56 during the sixteenth century? What are the factors forced the Oromo community to move in
 57 different direction? Why for why they used such movement?

58 S: Other is Christian movement kingdoms

59 T4: Christian movement kingdom! Is it forced by the Christian highland Kingdom? Not forced.
60 What are the factors forced the Oromo people to move in different direction? *Maaltu akka*
61 *isaan sochii jaarraa kudha ja' affaakana godhan isaan taasise? Maayinni booddeesaa*
62 *maaltu jira?* Why they not limited to that original area? Let you try please, try it. Welcome!

63 S: Territorial expansion

64 T4: Territorial expansion he said. This is his own suggestion. *Yaada mataa isaati.* Territorial
65 expansion, is it?

66 S: Territorial expansion.

67 T4: Let us take anyhow his suggestion in addition. Eh territorial expansion another, another idea,
68 another suggestion on the Oromo movement in the sixteen century. *Namootni kan biraan*
69 *yaada hinqabnuu maal hundi keenyaa? Dhalaanis dhiirris maali yaada kennaa malee.*
70 *Wanta barattan hinyaadattanimoo isin?* Why the Oromo people expanded or used moving
71 in the sixteen century caused such large scale movement in the Oromo family? TILIK
72 YEHIZB MUVMMENT IKO NEW. *Niqinnaaqee ummataa isa guddaadha gaafa Afirikaa*
73 *keessatti. Maaliif kana godhe? Yaada isaa tokko kenneera,* MAN NEW, *Saamu'eel.*
74 *Saamu'eel yaada isaa ibseera.* He said in need of territorial expansion. Well?

75 S: *Margaafi bishaan barbaaduuf horii isaaniitiif*

76 T4: Ok, looking for, looking for new grazing, grazing and water are a, water area. Ok, *kan biraa,*
77 another suggestion? LEKEBTOCHACHEW SARINA WEHA FILEGA NEWYETESFAFUT
78 *jedhe. Namni kan biraa itti dabaluu. Hinuma mariyanna malee hinta'u.* We better to
79 discuss and make dialogue on this issue. Why the Oromo people forced to move to involved
80 in such remarkable and dramatic movement? BETAM TILIK YEHIZB NIKINAKE NEW.
81 YEOROMO HIZB KEAFARINA KESUMALE HIZB NIKINAKE BETAM AYIGENAGNIM,
82 *waluu hinargu.* TILIK YEHIZB NIKINAKE SILA HONE *waliin hamariyannu.* We better
83 to discuss and find out the causes for the Oromo movement Oromo population movement.
84 We have only two suggestions to discuss from two students. Ok, would you ask?

85 S: To escape domination

86 T4: To escape, domination of whom by the way? To escape domination, domination. What kind
87 of domination? Anyhow very good it is his own suggestion. *Eh maayinni, dhiibbaa jalaa*
88 *walaba of gochuuf jedhe ilaa mucaan kun. Domination, dhiibbaa jalaa walaba of*
89 *gochuuf yammuu jennu dhiibbaa maalii jalaa walaba of gochuuf inni socho'e booddee*
90 *yaada isaa nuuf ibsuu nidanda'aa.*

91 S: *Jireenya isaanii fooyyeffachuudhaaf*

92 T4: *Jireenya isaanii fooyyessuuf*. Ok, for a better life, a better life, a better life. They move for a
93 better life. This people are looking for their own advantage by moving from one place to the
94 other. The same is true nowadays from the continent of Africa. *Namootni baay'een amma*
95 *iddoo tokko dhaqnee*, better life, YETESHALE NURO INAGEGNALEN BILEW, BAHIR
96 WUST YEMIGEBU ALU, BEREHA WUST YEMIMOTU ALU KEMIDIYA
97 INDEMINSEMAW. Better life LEMAGIGNET NEW ALECH. *Ato hindeebiftuu naan*
98 *hinjettanii?* You have given a lot of reasonable causes of the Oromo people movement in the
99 sixteen century. A date has coming today fact and truth. One the Oromo people to make the
100 expansion had several reasons. Among them: one human factor, human factor; second, natural
101 factor; thirdly, demographic factor. These are generally what make the Oromo people of the
102 sixteenth century to move in different direction of the in the horn of Africa in the Ethiopian
103 region. Let us see them one by one. What was the human factor caused them to move out
104 from their original area? *Gaafa* human factor *jennu maal jechuudha?* Human factor *jechaan*
105 *wanta namtolcheedhaan sochii kanaaf mikiniyaata kan ta'e namtolcheedhaan jedha mitii*
106 *amma. Namtolcheen kun maalidha?* What was the human made factors that forced the
107 Oromo community to move in the sixteenth century? *Waanuma yaaddan kennuu*
108 *nidandeessuum yaada. Sobas hata'uu dhugaas hata'uu isa dhugaatti booddee itti dhufnaa.*
109 SEW SERASH BEHONEW OROMO INDINKESAKES YADEREGEW MINDIN NEW
110 BEASIRA SIDISTEGNAW KIFILE ZEMEN? *Yaada mataa keessanii hinlaattanii maal?* Welcome.
111 S: *Fakkeenyaaf, bishaan yaa'u tokko qabachuuf gaddabuu dhiisuu*
112 T4: *Bishaan yaa'u tokko qabachuuf, itti fayyadamuudhaaf*. A human factor, SEW SERASH
113 *gaddabuu, bishaan yaa'u tokko gaddabuu danda'uu isaanii. Bishaan yaa'u gaddabuu*
114 *dadhabuu isaaniitimo gaddabuu isaanitu isaan sochii akka godhan godheree?*
115 T4: *Gaddabuu dhiisuu isaaniitu sochii akka taasisan godhe*. A human factor, *gaddabuu*
116 *bishaan naannoo jiru gaddabunii itti fayyadamuu dadhabuu walumaa galatti bishaan*
117 *naannoo jirutti fayyaamuudhaafi haala mijaawaa ta'e dhabuu isaaniiti yaada jedhu kan*
118 *mataa isheetii laatteetti*. Human [faakteriin] *isaa isa kana jechuudha. Bishaan naannootti*
119 *lageen naannoo jiranitti fayyadamuu dadhabuudhaa jechuu isheeti natti fakkaata jetteetti.*
120 *Kan biraa*, human factor, human factor SEW SERASH IKO NEW *malee uumamaan kan*
121 *arginu miti*. INA SEW SERASH LIHON AYICHILIM. *Namni itti dabaltan jirtuu?*
122 Human factor, *ehee jedhaa maalii, dhiifnee dhiifneedhuma itti dhufnaa*. We are coming to
123 the point to the real the reality. What are the human factors for the Oromo people to move?
124 SEW SERASH YEHONEW MINDIN NEW INDINKESAKESU YASGEDEDEW?
127 S: *Lafa Jireenya isaaniitiif mijaawaa ta'e barbaaddachuudhaaf*.

128 T4: *Inni egaa nachuraal faakteriidha lafa mijaawaa barbaaddatanii lafa* fertility *qabutti*
129 *galuun.* Man [*meddiidhaa*] *inni kun?*

130 S: Man [*meddii*] *miti.*

131 T4: Man [*medii*] *miti mitii? Tokko faakteriin ummata Oromoo jaarraa kudha ja'affaa keessa*
132 *isa mudate wanta namtolchee ta'e tokko wanti isa godhe jira, wanta isa jeeqetu?* What
133 was that human made factor? You know frequent, frequent confliction, confliction or
134 frequent war. *Kana yeroo baay'ee dubbadheeraan, jaarraa kudha shanaffaafi kudha*
135 *ja'affaa keessa jeequmsa kan naannoo Oromoo kanatti maaltu kaase?* In the sixteen
136 century. The horn of Africa was not stable because of the confliction between the Muslim
137 sultanates and the Christian highlands kingdom in order to control Zeila Trade Route.
138 *Argitanii jaarraa kudha shanaffaa keessa, fakkeenyaaf, kudha afur afurtamii shan Imam*
139 *Ahmad Baadilee waliin walwaraanani turan. Isa qofaa miti; [konfiliikshinii] baay'etu*
140 *jira. Kudha shan kudha ja'a Libina Dingiliifi Imaam MAN NEW MAFUN, walwaraananiiru.*
142 *Isatti aansuudhaan waraanni inni guddaanimmoo Shumburaa Kuree kudha shan*
143 *digdamii sagal. Waraana naannoo sana jaarraa lamaafi isaa ol gaafa Afirika riijinii*
144 *Itiyoophiyaa ammaa keessa turee Libina Dingil, Kiriistiyaan haayilaandiin kun Oromoo*
145 *sana jeeqeera. Gara itti socho'ee nagaadhaan jiraatu dhabeeraa ukkamfameeraa. Sababa*
146 *kanaatiif kallattii addaddaatiin fala barbaaduun dirqamsiiseera. Kun faakterii tokkoo*
146 *jedha seenaan. Jaarraa lamaaf waraanni naannoo sanatti adeemsifamaa ture eh fala*
147 *akka itti barbaadu kakaaseera. Jireenyi itti hammaateera.* This is a human factor.
148 *Waraanni namtolchee mitii maal?* Human factor *yammuu jennu* frequent war [*konfiliiktii*]
149 *walitti fufiinsa qabu jechuudha.* Now we will go to a natural factor. *Isa dura gaaffii*

150 S: *Waraanni inni Libina Dingilfaa Zari'a Yaaqoobfaa iddoo kan biraattidha mitii? Kan*
151 *Oromoommoo attamittiin iddoo Oromoon jirutti hintaane? Iddoon isaanii addadda waan*
152 *ta'eef.*

153 T4: *Hawaasni tokko iddoo tokko, naannoodhuma qubatu duwwaatti [limiitidii] ta'ee hinhafu.*
154 *Hawaasa ollaa isaa jiruu wajjin qunnamtii uuma, qunnamtii qabaam. Fakkeenyaaf,*
155 *gabaa yammuu dhaqu naannoon gabaa sun nijeeqama taanaan, yookaan saawwa*
156 *fudhateemmoo lafa margi jiru fagaatee ji'a lama ji'a sadiifaa taa'anii, ji'a ja'afaa marga*
157 *dheechifatani galu. Ummatni Oromoo kun hinjiru taanaan nirakkata ture. Naannoo inni*
158 *dhaqu sun naannoo horri jiru horasaa saawwa obaasuudhaaf, waraanaan jeeqameera,*
159 *naannoo inni gabaa dhaqu jeeqameera kun taanaan fala kan biraa barbaaduuf tooftaa*
160 *baafate. Kanaaf, namni lafa taa'u duwwaatti wassanamee hinhafu. Naannoo lafti inni itti*
161 *walqunnamtii godhee* MAHBERAWI NURO, social life, *hindhabu.* *Naannoo inni horii*

162 *dheechisu, hora obaasu, naannoo inni adamoo adamsus ta'uu nidanda'a jeequmsaan*
163 *erga guutamee booddee dhiphachuu nidanda'a. Dhiphina kanaaf immoo ummatni*
164 *Oromoo falaafi mala dha'ate. Muumme jiru sakatta'uu kallattii addaddaatiin. Kana*
165 *[faakteriin] METO BEMETO dhibba keessaa dhibba miti ijoolle kun. Isuma kana*
166 *duwwaatu mikiniyaata ta'e jechaa miti. Sababni inni tokkoo nachuraal faakterii]dha.*
167 *Maayinni natural [faakteriin] kunii?*
168 S: Environmental factor
169 T4: Environmental, Thank you very much. Climatic change, no change in climate. This is known
170 as environmental problem. The occurrence of drought, *caamsaa yoo dheerate bakkaan*
171 *hinjiruu, lagni yammuu gogu, kagoon loon isaa dheechisu nidhibamaa, bishaan loon*
172 *obaasan nigoga. Kunis ta'eeraa jedha. Lafa Oromoo original ta'e iddoo Madda Walaabuu*
173 *sanatti kilaayimeetik cheenjiin ta'eera, qilleensi jijjiirameeraa, horsiisaa waan ta'ee*
174 *qilleensi kun gaafa gogiinsi dhufu, loon isaatiif maftihee addaddaa barbaaduun dirqame*
175 *itti ta'e. Kanaaf, [muuvimentii] kanaaf booddeedhaan [pireezyerii] dhiibbaa kan*
176 *Oromoorratti fidu kanaaf fala barbaade. Naannoon inni keessa ture jeeqameera, gara*
177 *fuulduraatti kallattii addaddaatiin karoora baafachuu jalqabe jenne. Natural factor, as an*
178 example, drought. *Afaariifi Sumaaleen yeroo darbe kan walitti bu'aa turan tokko dirqiidha*
179 *waan tureef kaloodhaaf. Haala kanaan inni lammaffaan natural [faakteriidha] jenne.*
180 *Inni kunoo, inni sadaffaan?* Demographic factor. Concerning the population number?
181 *Demoogiraafii jechuun saayinsii waa'ee ummataa qoratu jechuudha.* It is the science that
182 study population number, increase, decrease, doubling, *wanti dhimma akkanaa qoratu*
183 *demoogiraafii jedhama. Kanaaf, yeroo sana lakkoofsa ummata Oromoo baay'ee akka*
184 *guddate kan godhe maali?* INDIFAFAMU WAYIM DEGMO expand INDIYADERG
1185 YADEREGEW (silence for 7 seconds) MINDIN NEW?
186 S: Natural *faakterii yammuu jennu [invaayiroonmentiidhuma] bichaadhaa kan inni irratti*
187 *xiyyeeffatu?*
188 T4: Environmental factor *gaafa jennu dhiibbaan gaafa [invaayiroonmentiirratti] ka'uu*
189 *jechaadha. Dhiibbaan inni kennu kun maayinnii? Jijjiirama qilleensaarraan kan ka'e*
190 *walumaa galatti roobni yoo dhaabate [invaayiroonmentiirratti] dhiibbaa fidaa jechaadha.*
191 Not suitable for life at all. If there is no rain, if there is no water in the area eh life is not
192 suitable for them. *Kanaaf dhiibbaadha eeyyee.* Environmental *[faakterii] inni jenne kun*
193 *dhiibbaa jijjiirama qilleensaatiin dhufu jechaadha.*
194 S: *Gaaffiin qabu Madda Walaabuurratti. Madda Walaabuu naannoo ishee beeka an.*
195 *Afaarota ija kootiin argeera qabatamaadhaan; Somaalonnis jiru achi. Naannoo sana*

196 *waggaa baay'ee tureera. Iddoon burqaa manni irratti ijaarame tokko jira. Iddoo sanattoo*
197 *Somaalonnis naanna'anii jiruu lafti sun duraan kan Oromoo qofaa ture jechuu*
198 *nidandeenyaa?*

199 T4: I couldn't hear the last statement. *Mee keessa naaf deebi'i gooftaa koo.*

200 S: *Madda Walaabuu kanaa jechuun qabatamaadhaan ofii kootii argeera an. Naannoo sana*
201 *Somaalonnis jiru gaala maal, maal kana fidu gara burqaa sanaa nan beeka an. Kanaaf*
202 *amma lafa burqaa Oromooti jedhamaa Maddi Walaabuu. Amma Yuuniversityinis*
203 *ijaarameera malee naannoo sana duraan beeka an. Somaalonnis baay'een jiru. Yeroo*
204 *baay'ee achitti wallolli nidhalata. Lolatu jira naannoo sana. Amma lafti sun lafa burqaa*
205 *Oromoo bichaa jedhamamoo Somaaliyaanisoo itti naanna'ee jiraa attamittiin kan*
206 *Oromoo bichaa jedhama?*

207 T4: Very good question. *Waa'ee mirgaati amma kan inni gaaffii nu gaafate, waa'ee lafaati.*
208 *Somaalonnis naannoo sana baay'eetu jiru.* A number of Somali are living there and
209 including the Oromo. On that area who has the right of holding that area? *Jechuu isaati*
210 *gaaffii inni kaase. Somaalonnis naannoo sana jiruu kan Oromooti jechuun*
211 *nidanda'amaayii?* (Silence for 8 seconds). *Somaalonnisoo baay'eetu qabatee jiraa*
212 *naannoo sun kan Oromooti jechuu nidandeenyaa naannoon Madda Walaabuu sun jechuu isaati.*

213 S: *Akka fakkeenyaatti yoo iddoo kana fudhane sabaafi sablammiitu jiraata gatii ta'eef,*
214 *jiraachuu danda'u . Gaaffiisaa irra naaf deebi'aa.*

215 T4: ISHI, *gaaffiisaa irra deebi'uudhaafii, Madda Walaabuu lafti nuyi jennu ka'umsa*
216 *territory ummata Oromooti jennee turre. Naannoo kana Somaalonnis baay'eetu jiru*
217 *qubatani. INA Maddi Walaabuu kan Oromoo duwwaati jechuu nidandeenyaayii jedha*
218 *gaaffii inni gaafate.*

219 S: *Oromoon maddi isaa Madda Walaabuuti. Maaliifi amma fakkeenyaaf akkuma*
220 *Sumaaleen amma kaloofi bishaan barbaacha iddoo Madda Walaabuu dhufan akkuma*
221 *Oromoon kaloofi bishaan barbaaduuf bakka addaddaa deemu isaanis bishaan*
222 *barbaacha dhufan malee lafti sun kan Oromootin jedha an.*

223 T4: Very interesting suggestion he has given. Really very important! I interested in it. Because
224 people are living together bordering each other you know? *Ehe amma namni wal bukkee*
225 *wal ollaa taa'uu hindanda'uu?*

226 SS: *Nijiraatu*

227 T4: *Maal Beniishaanguliifii Wallagga, ummatni Oromoo wal daangessa mitii? Sumaaleen*
228 *achii Madda Walaabuutiin wal daangessee jiraachuu nidanda'a. Oromoonimmoo*
229 *gamana Madda Walaabuu, sila maal jenne, Sidaamoofi Baalee boorderiirra Maddi*

230 *Walaabuu jenne mitii? Sidaamoon sun IKO nama qabaam, ummata qabaam. Achitti*
 231 *argame jedha. Manni isaa jalqabaa achi jenne malee iddoodhuma tokko ta'ee area tokko*
 232 *ta'ee fakkeenyaaf Madda Walaabuu as aanu kunii Somaalonnis nijiraatu, Oromoonnis*
 233 *nijiraatu. Hinjiraatanii?*

234 SS: *Nijiraatu*

235 T4: *Maaliif kun addunyaadhumarra silumaa waan tureedha ummatni wal bukkee jiraachuun*
 236 *daangaa isaarra. Wal bukkee erga jiraateemmo walitti adeema. Kanaaf gamannii kun*
 237 *Madda Walaabuu lafa ummatni Oromoo qabiyyee godhate jirudha. Gami addanaa*
 238 *naannoon Sumaalee kunimmoo kan isaaniiti. MIN CHIGIR ALEW YIHE? Utuu*
 239 *[eksipaanshiniin] dhufee wal keessa deemuun ummataa hinuumamin dura akkasitti*
 240 *jiraachuun nidanda'ama ture. Ammasimmoo ummatni wal keessa nijiraata. Kanaaf kun*
 241 *waan haaraa miti. Isaan sun baay'isanii isaan ammaa caalaa walkabajanii jiraatu ture.*
 242 *Gami kun naannoon Sumaaleen qubatee jiru kan Sumaaleeti. Naannoo Oromoon jiru*
 243 *Maddi Walaabuu kunimmoo naannoo ka'umsa Oromootti jechaadha. Achii ka'ee*
 244 *[eksipaandii] godhee. Kanaafi Sumaalee isa biyya keenya jiru ilaaluu dhiisaa isin*
 245 *Sumaalee isa biyya alaa jiru isa Moqadishooyyuu nidabalata biyya Somaaliyaa jedhamtu.*
 246 *[Muuvimentiin] Oromoo jaarraa kudha ja'affaa amma achii Keeniyaan hinhafne. Not*
 247 *only in Ethiopian region had the Oromo people expanded. It also expanded outside towards*
 248 *Kenya and Somalia also. Itti dhufna booddee. Kanaaf lafti [riijinii] Itiyoophiyaa Madda*
 249 *Walaabuu kun qabiyyee Oromooti. Yaadi biraa, yaadi biraa hinjiru taanaan let us come*
 250 *back to the third one and the last one. Demographic, what was the demographic factor for*
 251 *the Oromo people to move in the sixteenth century?*

252 S: *Naannoon Madda Walaabuutti Oromoonnii Somaalonna walkeessa jiraatanii jenneerra.*
 253 *Attamittiin walkeessa jiraatanii? Innismmo itti dabalee, horii isaaniitiif, bu'aa horii*
 254 *isaaniitiif bishaaniifi walkeessa jiraachuu danda'an jedhameera. Maddi Walaabuutiifi*
 255 *Somaaliyaan bu'aadhaafimoo, bu'aa isaaniitiif walkeessa jiraatumoo attamittiin*
 256 *walkeessa jiraatu isa jedhudha.*

257 T4: *Maal Madda Walaabuutiifi Sumaalee duwwaa maaliif dubbannaa nuyi?*

258 S: *Jechuun bu'aa kanaatiif, bu'aa marga kanaatiif bishaan kanaaf walkeessa jiraatumoo,*
 259 *laftisaayii achii kan isaaniiti. Akkamittiin Somaaliyaafi Maddi Walaabuu walkeessa jiraatu?*

260 T4: *Maaliif hinjiraatan maal ta'a, maaliif haaraa gootanii garuu isin?*

261 *Somaaleedhaafi Madda Walaabuu. Kiriistiyaan haayilaandi [Kingidamiin] jiraam. Kan*
 262 *biraa ummattoonni Afaaris jiru naannoo kana. AFAROCHIM ALU IKO. Maayinni*
 263 *amma akkamitti jiraata jiru ummatni? Wal bukkee mitii kan qubatani jiraachaa jiran?*

264 *Sumaaleen Afaariin hinjiruu? Amaaraan hinjiruu? Tigireen hinjiruu? Maaliree yeroo*
 265 *sanas akkasuma sanyii, sanyii isaaniitiin qubatani jiru. Walitti dhufeenyi, sooshiyaal*
 266 *laayifiinimmoo akkuma duraanii akkuma amma jiru kana jira. Maayinni haaraa godhe*
 267 *kana? [Setilmeentiin] lafa isaaniirra jiru. Yeroo sanas Somaalota. Naannoo isa yeroo*
 268 *sanaa jennaam daangaa isa yeroo ammaa kana mitiim. Gaafa Afirikaa yammuu jennu*
 269 *isa jaarraa kudha ja'affaa malee isa har'aa kana miti ijoolle. Kaartaa Itiyoophiyaa gaafa*
 270 *jennu kaartaa Itiyoophiyaa isa har'aa mitii. Daangaa isa waggaa dhibba dura Minilik*
 271 *uumedha inni kun. [Yuunifikeeshiniidhaan isa uumame kaartaan inni amma jiru kun,*
 272 *waggaa dhibba afur dura. Kanaaf yeroo sana Sumaaleen addana qubatee taa'e yeroo*
 273 *sana. Addanammo Afaaris jira, jiru kan biraas. Kanaaf maaltu haaraa godhee?*
 274 *Maayinni wanti haaraan as keessa jiru? Akkamitti isinii hingalle maayinni adda ta'ee*
 275 *jiru waa'ee Sumaaleefi waa'ee Madda Walaabuu intinii godhe, hii?*

276 S: *Ifaa naantaane.*

277 T4: *Maayinni ifa, maaltu ifa hintaane mee?*

278 S: AHUN TIYAKEW YERSU AYITALUM WOY INDE DIROW MALETU IKO NEW.

279 T4: METALATIN KONDISHIN NEW YEMIFETIREW. SILE METALAT INA

280 ALEMETALAT AYIDELEM IKO KONDISHIN OCH YEMIFETIRUT HUNETA NEW

281 IRSU. METALAT YEMIFETEREW INA CHIGIROCH YEMIFETERUT BEHUNETA

282 LAY NEW. LELAW KELAY MATITO IYETEWAGA AIYIDELEM INDE?

283 KIRISTIYAN HAYILAND KINGIDEM KELAYI METITO KEMUSILIM SULTANETOCH GAR

284 SINTINA SINT KILOMETIR TEGUZEW. SILEZIH METALATINA ABIRO MENOR IRSU

285 LELA GUDAY NEW. IGNA original SEWOCHU BENEBERUBET NEW YEMINILEW

286 INJI YETIM BITALU AITALUM ANILIM.

287 S: *Fakkeenyaaf, Asoosaa keessatti ummata gurraachaafi ummatuma keenya fuudhanii walii*

288 *wajjin jiraachuu danda'u, isaanuma keessatti. Dura ummatni Gumuz gara gajjallaa*

289 *kanatti walrukutaa turanii ummata kan keenyaa nama kan keenyaa qomoodhuma*

290 *Oromoo fuudheellee jiraa. Deebisaa isaa deebisuudhaaf walii wajjiniin jiraatu wajjiniin*

291 *jiraatu ummatni Oromoo isaan keessa jiraatu isaanis Oromoodhaa wajjin wal makanii*

292 *jiraatu, wal fuudhanii jiraatu. Walii wajjiniin jiraachuun nidanda'ama jedha an.*

293 T4: *Maal dhowwaan jiru? Isaan duwwaa irratti hinjalqabamneem.* ABIRO MENOR KETINT

294 GIZE JEMIRO YEMINOR, BETINT ZEMEN YENEBERE AHUNIM YEMINOR NEW.

295 METALATIM MEGACHETIM AHUNIM YIKETILAL YINORALIM, BESELAM

296 MENORIM YINORAL. *Kanaaf waan haaraa miti kun. Sumaalee, Afaar,* Christian

297 *highland kingdom, ummattoonni addaddaa wajjinuma walitti bu'aas gaanfa Afirikaa*

298 *keessa waliin jiraachaa turan. INDIYAWM kan biraammoo jira ganaa kan itti deemnu.*

299 *Oromoon [institiyuushinii] tokko qaba. Innis maayinni meedhicha kan jedhamu qaba.*
300 *Oromoon ummata lolee garboomsee hinbeeku, meedhichaanitu moggaasaadhaan*
301 *sanyii isaa godhate malee. SILEZIH YIHE MINIM ARGUMENT AIFETIRIM SUMALE*
302 *IZIH ALE OROMO IZIH ALE. Maddi Walaabuu ka'umsi isaa asi. Egaa walumaa galatti*
303 *yeroon kenname xumurameera.*

Lesson III

School Name: Derge High School; **Date of Observation:** 18/05/11; **Duration:** 36 Minutes

1 T4: All right last time eh I hope all of you, you can remember the important point we discussed or
2 concerning the Oromo people movement and expansion in the, the past sixteenth century.
3 Then we remember the causes for the Oromo people's movement during this sixteenth
4 century. What, what, what we said the causes I mentioned last time? The causes for the
5 Oromo people's movement during this sixteenth century, causes, one
6 S: Human factor
7 T4: Human factor, another, the second one
8 S: Natural factor
9 T4: Natural factor
10 S: Weather
11 T4: Why don't I ask on this raw? The third one
12 SS: Demographic factor
13 T4: Demographic factor. This is enough to remember. The last point demographic, demographic
14 factor including the phenomenon in human number.
15 S: Yes, population number
16 T4: The number of population. Demographic factor may be eh decreasing in population number,
17 increasing in population number, the stablisation of
18 SS: Population number
19 T4: *Sadanuu ta'uu nidanda'a ijoolle. Demoogiraafii gaafa jennuu lakkoofsa ummataa saayinsii*
20 *ilaallatudhaa. Iddoo tokkotti hinilaalinaa isammoo. Iddoo tokko duwwaa miti ilaa.*
21 *Demoogiraafiin, ummatni lakkoofsaan kan dabalu jira. Yeroo itti lakkoofsi ummataa gadi*
22 *bu'u jira. Yeroo itti lakkoofsi ummata dhaabbataa ta'ee achuma taa'ummoo jira. Kun*
23 *hundumtuu demoogiraafii jalatti hammatama. Inni kan Oromoo sochii Oromoo kun isa*
24 *kamidhaa? Lakkoofsa ummataa isa maal ta'edha laata inni baballina isaa fide kun?*
25 Increasing in its population, Yes, *mitii?*

26 SS: *Eeyyee.*

27 T4: *Maal namni yeroo lafti dhiphatu lafa bal'aa barbaada mitii, baballifachuuf. Kanaa haalaan*

28 *yeroo teenyee ilaallu demoogiraafiin Oromoon yeroo sana qabaata ture ummatni*

29 *lakkoofsaan dabalaa deemuu isaatiif lafa dabalataa barbaade.* Then this was what we have

30 seen last time. What are the factors contributed to the successful expansion of this Oromo

31 people? We have said that this is the one of the largest and the greatest population movement

32 in the horn of Africa. It was not small scale; it was a large scale population movement.

33 BEAFIRIKA KENDI TILIKU NEW. *Guddaadha gaafa Afirika keessatti sochii baballina*

34 *ummatni godhe keessaa kan ummata Oromoo isa guddaadha. Fakkeenyaaf, Afaariifi*

35 *Sumaaleen yeroo darbe xinnoodha. Iskeeliin isaa xinnoodha hamma kanaa hinga'u.*

36 *Kanaaf maayinni akka inni baballatuuf kan godhe? Sochiin ummata Oromoo akkanni*

37 *bakka ga'u kan godhan maal fa'i? Faakteroota baay'etu jiruu. Isaan kana tokko tokkoon*

38 *fuunee irratti mariyanna.* We are going to discuss it in detail about the factors contribute to

39 the success of Oromo movement. *Maal jettanii yaaddu isin gama keessaniin? Waanuma*

40 *barbaaddan.* What are the factors contributed to the successfulness of the Oromo population

41 movement of the sixteenth century? *Akkanni bakka ga'u wanti taasisan tokko jiru,*

42 *baay'etu jiru tokko duwwaayyuu utuu hinta'in, hedduutu jira. Isaan keessaa maal fa'i*

43 *kan beektan yookaan haala kanatu ta'a kan jechuu dandeessan.* You can give me your

44 own suggestion please.

45 S: *Maaliif iddoo tokkoo gara iddoo tokkootti akka inni deemee?*

46 T4: *Maaliif akkanni baballate, gaaffiin koomoo?*

47 S: *Eeyyee*

48 T4: *Akkas miti. Maaliif akka baballate, sababa ballina isaammaa sila maqaa dhoofneerra.*

49 *Akka baballinni kun bakka ga'u, bakka ga'era baballinni ummata Oromoo. Iddoo*

50 *ballaatti faca'ee qubate. Iddoo ballaa qabate, hamma Keeniyaa, hamma Sumaaleetti*

51 *deemeera biyya Itiyooophiyaa, gaafa Afirika keessa duwwaa miti sochii Oromoon godhe.*

52 *Itti dhufna booddee, Keeniyaa dirasii deemee qubateera. Baballinni isaa maaltu akka inni*

53 *bakka ga'u godhe? Sababa ka'umsa isaammaa ilaalleerra maali.* Human factor *jenneerraa,*

54 natural factor *jenneerraa,* demographic factor *jenneerraa.* *Akka inni bakka ga'u kan*

55 *godhanimmoo jiru. Wanti tokko tokko karoorfatanii gaafa ka'an karaatti hafa inni kaan.*

56 *Garuu inni kun karaatti hinhafne hinuma bakka ga'e. [Saksasfuulii] ta'an.* So what were

57 the important points helped to the success of this Oromo movement?

58 S: The dramatic movement

59 T4: Dramatic and say it again

60 S: The dramatic movement

61 T4: Polar division is that, actually the movement is not dramatic. It was very dramatic because it
62 was a large scale population movement in the horn of Africa, it was dramatic it could
63 succeeded the problem faced during the movement. **DIRAMATIK NEW *kan bakka akka***
64 ***inni ga’u isa gargaare maalidha? Amma sochiin isaa diraamaatikiidha cimaa waan ta’eef.***
65 ***Baay’ee namni dura dhaabbachhuu hindandeenye. Dhuguma akka ati jette diraamaatikiidha.***
66 ***Tokkoffaa ballinni isaa sochiin akkasii gaafa Afirikaa keessatti badaa ballinaan hingeenye.***
67 **DIRAMATIK NEW. *Akkanaan bakka ga’uu danda’uun isaayyuu diraamaa mataa isaa***
68 ***danda’eedha. Garuu diraamaan kun akka inni bakka ga’u maaltu godhee, hii?***

69 S: Economic and social development

70 T4: Economic and social development. Ok another?

71 S: The search of grazing land for their cattle.

72 T4: That was one of the natural factors I mean natural factor, yes, we have mentioned. ***Sila***
73 ***dubbannee turre. Rakkina uumamaa naannoo eh Oromoon akka baballatu godhe keessatti***
74 ***hammatamaa inni ati amma jette.*** Searching for pasture and water. Climatic [*cheenjii*]
75 ***eeriyaa keessatti hammatamaa inni . Inni sababadha, sababaa sochii kanaati. Sababa akka***
76 ***inni bakka ga’u godhe miti.***

77 S: ***Sababni akka inni bakka ga’u kan taasisee irra jireessaan kaameliifi farda waan***
78 ***fayyadamaniif.***

79 T4: Thank you very much. This is one point. One, two, three. ***Asitti barreessuu laata,*** where to
80 write? Good, good use of horses in the military activities. Very good suggestion she has
81 given a good use of horses. The Oromo community of the sixteenth century used widely the
82 horse very widely to be succeeded, succeed in their movement, to be succeeded in their
83 movement; they used the horse very widely and wisely. ***Beekumsaan ballinaan itti***
84 ***fayyadaman fardatti. Achumarraa argatte isheenis iddoo biraatii hinfidne. Kan biraahoo?***

85 S: ***Waliigaltee ummataa***

86 T4: Ok, ***uum*** population unity ***jechuudhumaa, tokkummaa’uu ummata Oromoo. Kanbiraahoo,***
87 ***kan biraa?***

88 S: Political and economic leadership of the people

89 T4: Political and economic leadership, YAW ***isaanuma kana keessatti hammatamu isaanisii.***
90 ***Dandeettiin bulchiisaa, dinagdeefi bulchiinsaa isaanii saksiiidii akka isaan godhan isaan***
91 ***gargaare jette.*** ISHI,

92 S: ***Sirna Gadaa keessatti waliigaluu isaanii.***

- 93 T4: Unity and *Gadaa* Organisation. *Baay'ee gaariidha. Waldhaga'uu danda'uu isaanii, walii*
 94 *abboomamuun, Sirna Gadaa kabajuun, seera eeguun tokkummaadhaan akka kaayyoon*
 95 *isaanii bakka ga'uuf nigodha, gaarii. Nami itti dabaluu jiraa? Itti dabaltaa?*
- 96 S: For searching a new area inside of the Ethiopian and outside of the Ethiopian country.
- 97 T4: This was the basic objective of why the Oromo people migration set out from their original
 98 homeland. New area LEMAGIGNET NEW ALAMAW. *Biyya keessattis kan isaan*
 99 *baballatanii biyya alaatti kan deeman? Kan biraa? Ok*
- 100 S: *Meedhicha fayyadamuu*
- 101 T4: The use of *Meedhichaa*. This is stated in the Oromoo version. *Meedhichaa* or *Moggaasaa*,
 102 *Moggaasaa*, this was another factor. *Isaan, iyi?*
- 103 S: *Gadaa organisation jalatti Meedhicha inni jedhu jala galuu hindanda'uu?*
- 104 T4: *Inni kam?*
- 105 S: *Meedhicha inni jedhu* HULETEGNA LAI YALEW
- 106 T4: INA *maal ta'e*, MIN HONE?
- 107 S: *Isa jalqabarra taa'ee wajjin maal inni addaddummaan isaa?*
- 108 T4: *Kamiin jala ooluu qaba jettee?*
- 109 S: *Tokkoffaa jala galuu danda'a. Inni tokkoffaa Gadaa* Organisation *jedhu qabachuuf*
 110 *nidanda'a, Gadaa* Organasation *jechuu barbaada.*
- 111 T4: *Eessa ta'uu qaba jettaree kun?*
- 112 SS: *Tokkoffaarra ta'uu qabaa!*
- 113 T4: *Inni kun lammaffaarra jira silumaa mitii?*
- 114 S: *Tokkoffaarra.*
- 115 T4: *Maal iddoo fedhe hataa'uu inni rakkoo hinqabulleetii asumaa yoo ta'e rakkoon hinqabuu*
 116 *tokkoffaan* INDIYAWM *eh isuma kana ta'uu mala. [Oorderiin] isaa addanatti rakkoo*
 117 *hinqabu yaada isaa qabaannaan* MINIM CHIGIR YELEWM. *Hundumti isaaniyyuu*
 118 *sochiiwwan kun hundumti isaaniyyuu sirna Gadaa jalatti raawwatamu seera Gadaa*
 119 *eeganii waan ta'eef inni rakkoo hinqabu oorderiin isaa. ISHI, yaadi biraa, itti daballi?*
- 120 Any suggestion to add on this point or another new suggestion. *Akkamitti guddisa... akkamitti*
 121 *bakkaan ga'uu danda'e Meedhicha yookaan Moggaasni? Mee irratti mariyanna eгаа.*
 122 *Baballina ummata Oromoo akkamitti bakkaan ga'uu keessatti qooda guddaa godhate?*
- 123 S: *Seera tumametti fayyadamuu danda'uu isaatiin bakkaan ga'uu danda'e.*
- 124 T4: Exactly, *seera tumame seera Gadaatiinii, seera Gadaa keessatti maal jedha eгаа seera*
 125 *tumame akka isheen jetteetti*, the use of *Meedhichaa, Meedhichaa* encouraged,
- 126 S: The process of expansion

127 T4: The process of, not expansion. *Medhichaa* is not the process.

128 S: adoption

129 T4: Adoption, adoption in group, group or individual, individual to, to, the clan or clan or
130 the tribe. *Kana jechuudha [Addoopshiniin]*. Allowing or permitting a citizenship INDE
131 MALET NEW. *Akkana jechaadha; lammummaa kennuu jechaadha. Meedhichaafi*
132 *guddifachaan tokko miti ijoolle. Garaagarummaa qabaa nimariyanna. Meedhicha*
133 *yookaanimmoo Moggaasaa jechuunii eh ummata biroo keessaa, ummata dhufee*
134 *Oromootti makamu, bifa addaatiin waraanaanis habooji'amu, dhufee itti hagaluus galii.*
135 *Ormummaadhaan hintaa'u ummatni dhufee Oromootti makame yookaan gillasabii tokkos*
136 *hata'u. Nama tokkos ta'uu nidanda'a; dhufee itti galee Oromoo keessatti hafnaan maal*
137 *kenneef jennaa? Lammummaa kenneef.* Without any discrimination, *Garaagarummaa*
138 *tokko malee.* No discrimination between religions, language and culture. Then with this the
139 Oromo community can give a citizenship right, *mirga lammummaa kennaaf, meedhicha*
140 *jedhama kun. Meedhicha yookaan Moggaasa jechaadha. Guyyaa gaafa kanaatii,*
141 *fakkeenyaaf, addanaa maal jedha,* clan or tribe *jedha. An amma Laaloo, Laaloo*
142 *yookaanimmoo ISHI Booranan jedha, Booranan jedhaa. Dameen tokko jira*

143 SS: *Baarentuu*

144 T4: *Inni qophaadha maali innoo garasiin jiraa. Qophaa issati inni. Addanaa mee damee*
145 *tokko maqaa dha'aa.*

146 S: *Sayyoo*

147 T4: *Sayyoo yookaanimmoo Maccaa jedha, Maccaa, Maccaa Oromoo damee tokkoo.*
148 *Maccaanimmoo iddoo lamatti hiramuu nidanda'a.*

149 S: Tulema

150 T4: Mecha and Tulema? ISHI, *Leeqaan jedha, Leeqaa. Lammiin bakkeedhaa dhufe kun*
151 *Oromummaan gaafa kennamuuf, fakkeenyaaf, Leeqaatti dhufee makame, Leeqaa*
152 *Oromoodha naannoo kana kan jiran. Ummata kanatti dhufee makame Leeqaa kana ta'a*
153 *namichi kun. Yookaan budiniin alaa dhufe kun Waayyuutti yoo makame, Waayyuu ta'ee*
154 *mirgi Oromummaa isaa kennamaaf tootaalii Oromummaa guutummaa. Yoo Harroojiitti*
155 *makame Harroojjummaa, Harroojiidha namichi kun har'aa jalqabee. Kun meedhicha*
156 *yookaanimmoo Moggaasa jedhamaa. Ammma nuyi Leeqaadha Leeqaa Naqamteetii.*
157 *Dhufanii nutti galan namni soddoppi. Maal ta'aa kilaaniin isaanii?*

158 SS: *Leeqaa*

159 T4: *Leeqaa ta'a. Nuttii adda hinba'an; nuyi Leeqaadhaa isaanis Leeqaadha. Amantiidhaan,*
160 *addaatiin, afaaniin garaagarummaafi dhiibbaan irra hinga'u. Kun maal godhee Oromoo*

161 *yeroo sanaa baay'ise. Akkasittiin nama dabalachaa adeeme yeroo baballatu sana ilaalaa.*
162 *Nama hingarboomsine, nama ofhinbaqachiisne, nama dhufee itti gale mirga walqixxummaa*
163 *kenneefii intinaa jedha. INDIYAWM ummata irratti ummata dabalatee isumaan*
164 *waraanaa adeeme yookaanimmoo dhiibaa adeeme jechuudha. Baballina isaa sana utuu*
165 *diinni fuuldura hindhaabbatin injifannoo ummatni itti dabalame. Ummata ofiin*
166 *qixxeessee lammummaa kennu kana ilaalaa. Ummatni itti baqatee yeroo sanammoo*
167 *naannoo ummata Oromoorraa waraanni ballaan Kiristiyaanaafi sultaaneetii Musiliimaa*
168 *gidduutti. Namootni baay'een gara sanatti baqachuu nidanda'u. Namoota argan sana*
169 *ofirraa hinfageessine, aadaa isaa tuffatanii, maal jedhanii lammummaa sarbanii*
170 *garbummaatti hinjijjiirre. Walqixxummaa kabajanii eegan. Kanaaf ummatni itti fiiga*
171 *malee baqatee hintaa'u. Ummatni ummata, MAN NEW ummatni Oromoo dabalaa adeeme*
172 *sababa Meedhichaa. Ilaalaa waan gaarii hojjechuun gaariidha. Ummatni ballataa gaafa*
173 *adeemu qabsoon yookaanimmoo baballinni isa lafa haaraa qabachuuf akka deemu godhe*
174 *baballinni isaa bakka akka ga'u kan godhe haala kanaan. Ummata humna argate.*
175 *Namni ijoollee dhabe ijoollee guddifata. Egaa let us see the difference between*
176 *Meedhichaa and Guddifachaa. Meedhichaan kana jenne, Guddifachaanoo, guddifachaa?*
177 S: One form of adoption.
178 T4: Adoption, adoption of what? ISHI, good
179 S: The form of parent adopting the child
180 T4: Normally, parents adopting a child. *Garaagaramoo garaagara miti jarri kun lamaan?*
181 Why you not saying yes or no? Are they different or similar or identical? *Medhichaa* and
182 *Guddifachaa? Guddifachaa* was long existed eh in-in Oromoo community. *Kamtu,*
183 *garaagarummaan isaa maali, amma maal argitan asitti? Garaagarummaa hinqabanii?*
184 SS: *Qabu*
185 T4: *Qabuu, maal garaagarummaa cimaa qabu malee. Inni kunii namni mucaa dhabee*
186 *koominiyuutii jiru keessa jiraatu keessaa mucaa kan qaban tirfii kan qaban dhaqee seera*
187 *guu... seera qaba mucaa guddifachuun, akkaataa qaba. Hoboofi cooraan akkamittiin*
188 *akka walirraa guddifatu seera mataa isaa qaba. Hobo, coora dhabee hoboorraa fuudhee*
189 *guddifata yoo ta'e hinta'u innis. hobo hoboorraa guddifataa cooraan cooraarraa*
190 *guddifataa. Haala kanaan namni mucaadhaban nomootni mucaa hinarganne maatiin*
191 *mucaa dhabe dhaqee warra mucaa qaban biraa sirnaan fuudhee guddifata. Adopting*
192 the child as... for ever, I mean as a parent. The adopter becoming a parent. Totally a parent.
193 *Mucaa kanaaf warruma jechaadha baqaa ilaa. Warri lama hinjiranii warruma guddifate*
194 *sanatu haadhas abbaas ta'a. Inni kun garuu orma lammii guutuu gochuudha.*

195 *Addoopshiniin inni kun orma lammii gochuudha. Jibuutiin tokko dhufee Itiyoophiyaa*
196 *seene lammummaatu kennamaaf. Yookaan Jibuutii keessaa namni shantamni yoo*
197 *dhufan, as naannoo Itoophiyaatti galan lammummaa kennu. Kun aadaadhuma. Alaas*
198 *iddoo barbaachisaa ta'ee Awurooppaatiis dhufee Oromootti galee Oromummaa*
199 *fudhachuu jechuun sadarkaa akkasitti lammummaa kennu addoopshinii yeroo jennu*
200 *inni guddifachaa jennu nama maatii ummata Oromoo biratti namni mucaa hinqabne*
201 *namni hunduu hawaasa sana keessaa baba'ee seera sirna Gadaa jalatti dhiyeeffatee*
202 *mucaa guddifata jechaadha. H-h-h-h- how you think the gudifecha of present day around*
203 *the world and the one used by the Oromo community? Akkamitti ilaaltu isa amma*
204 *miidiyaarraa nidhageenyaa guddifachaan tokko tokko baay'een jira olba'eeyyuu jira.*
205 *Amerikaan INDIYAWM gara biyya keenya keessaa namoota daa'imman biyya keenyaa*
206 *kana filatte. Maaliif akka isheen filatte fiiziyoooljikaaliidha kan jedhan jiruu, miidiyaa*
207 *tokko tokkorraa waanin dubbiseerraa nanarga, nanadhaga'as. Akkamitti ilaaltu*
208 *Guddifachaa Oromootiifi guddifachaan hammayyaa amma adeemsifamaa jiru kana*
209 *gidduu maaltu jira jettanii yaaddu? Tokkodhamoo garaagarummaa qabamoo achi*
110 *keessatti waan mormitan qabdumoo waan deggartan qabdu? Let us compare the modern*
211 *type of Guddifachaa which is going on now and the previous Guddifachaa used by the*
212 *Oromo community. Is there any difference or no difference? Jiramoo gidduu garaagarummaan*
213 *hinjiru? Isin gaafadhaa egaa. Garaagarummaa qabumoo hinqaban?*
214 S: *Qabu*
215 T4: *Mee yoo qabaatan achirratti nuuf ibsaa.*
216 S: *Guddifachaan yeroo duraa amma fakkeenyaaf, akka seeraatti guddifachaan yeroo duraa*
217 *abbaa ijoollee gidduutti fudhatama qaba ture amma garuu amma akka heera*
218 *mootummaatti kan tumamee jiru Guddifachaan inni amma yeroo kana jedha seerri biyya*
219 *kenyaa. Akkuma tokkootti fudhannaa jenna.*
220 T4: I couldn't get the point. *Mee indaganaa keessa naaf deebi'imee.*
221 S: *Guddifachaan duraanii*
223 T4: *Eeyyee*
224 S: *Guddifachaan seera guddifachuu addaan baasee qaba ture. Fakkeenyaaf, amma akkuma amma*
225 T4: *Aadaa Oromoo keessatti seera mataa isaa danda'e qaba ture.*
226 S: *Eeyyee*
227 T4: *ISHI, gaarii*
228 S: *Ammammoo akka waliigalaatti Guddifachaanis inni kaanis tokkumadhaa jechuun barbaade.*

229 T4: *Eh inni duraa kan Oromoos tokkumadha.* There is no difference between that one and this
230 one he said. All right. *Amma egaa achirratti waanin siin mormun qaba animmoo. Akka*
231 *seera aadaa Oromootti seerri guutamee, seerri aadaa kan cabu mitiim.* Even not written,
232 *yoo barreeffamuubaateyyuu seerri sirna Gadaa guutameetiim ijoollee kan guddifatan.*
233 *Akkawuntiibiliitiin isaa akkuma seera sana keessatti barreeffame bakka seerri sirna*
234 *Gadaa eegamee yookiin seerri Oromoo eegameetuu ijoolleen guddifatamu, ijoolleen*
235 *guddifatamu. Inni ammaa kunimmoo Guddifachaa jedhee inni an amma dubbachaa jiru*
236 *kunimmoo seera maaliiti kan inni qabu? Walqixeedha gaafa naan jettu. Karaa*
237 *adaatimoo written rule and regulation qabamoo naaf ibsi kaa. Inni durii kan Oromoo*
238 *ilaalcha Oromootiin yoo ilaalle sadar... seera isaa eegee dhufe seeraan walguddifatuu*
239 *jedheeraam.* Very restricted, *cimaadha hindeemnu* INDIYAWM *kanaa ala taanaan. Inni*
240 *isaa ammaa kun seerri iddoo kam iddoosaatu naangalle* GUDIFECHA BEITIYOPIA
241 KONSTITIYUSHIN LAI YET AKEBABI NEW? *Essarra, INE ALGEBAGNIM INA*
242 *abiraarra'i. Utuu ibsitee egaa hunda keenyaaf baay'ee gaariidha. Ok mee warri kaan.*
243 *Warri kaan asirratti yaada maalii qabdu? Guddifachaa amma miidiyaatti dhageenyu*
244 *kana biyya alaatii amma Amerikaa keessaa baay'ee fudhachaa jiru guddifachaa*
245 *Itiyoophiyaa keessaa. Guddifachaa isa ummatni Oromoon jalqabaa kaasee itti*
246 *fayyadamaa tureen garaagarummaa qabamoo hinqabu jettu. Yookaan akkamitti ilaaltu?*
247 *Yaada qabdan nuuf ibsaamee.* Welcome! Very good.
248 S: TINISH GIRA YEGERBAGN AND NEGER ALE. KEWCHINA AHUN BEAGERACHIN
249 WUST AHUN KEKURSACHIN YEMILU ALU.
250 T4: *Hii?*
251 S: KEKURSACHIN AND LIJ INASADIG YEMILU ALU, KEYUNIYEN MALLETT NEW.
252 T4: KEKURSACHIN
253 S: KEKURSACHIN YEITIYOPIAN LIJ AND INASADIG YEMILUT ALU. AHUN BIZU
254 IRDATAWOCH YEMIREDU YEGNA DEHA LIJOCHACHIN MALLETT NEW. *Isaan*
255 *sanammoo kan keenya keessaatii jechuun barbaade an. Akka isaan sanatti ibsinamoo*
256 *akka kan keenya biyya keenya keessatti ibsina? Qursii keenyarraa jedhanii warri ijoollee*
257 *baay'ee wannoo jedhanii amma karaa Makaana Yesuusii, fakkeenyaaf, kan guddisan jiru.*
258 T4: That is not *guddifachaa* please, that is giving aid. IRDATA MESTET NEW IRSU. INDE,
259 *Makaana Yesuusiiin karaa addaddaa kan guddifachaadha jechaa nidandeenyaa kanaa*
260 *wajjiniin? Guddifachaa ummatni Oromoo geggeessuu wajjin sirriidhaa, walqixeedhaayi?*
261 Is it similar to that of Oromo gudifecha? Giving aid is another, ISPONSER MESTET LELA
262 NEGER NEW. INA MEKANE YESUS IZIH AKABABI SILALE, MEKANE YESUS IZIH

263 AKABABI HITSANATIN WESDO YEMIASADIGEW GUDIFECHA NEW WOY?
 264 Similar NEW INDIYAWM INBEL?
 265 S: ISU IKO NEW. *Isa adda baafachuuf jedheen isin gaafadheem. Isa adda baafachuuf jedhee.*
 266 T4: TIYAKE TEYEKEGN INDE? INE IKO TIYAKE NEW YETEKUT. INDET
 267 YALACHIHU IKO NEW YEMILEW?
 268 S: *Inni biyya keessaa kun isa kan isaanii nita'aa jechuu kooti.*
 269 T4: INE IKO TIYAKE NEW YETEKUH. INDET TAYALACHIHU IKO NEW YEMILEW.
 270 TIYAKE TEYEKUH ANTEM TIYAKE TEYEKEGN.
 271 SS: ha-ha-ha-ha-ha (laughed).
 272 T4: Already MELSU DEGIMO TEMELISOLIHAL. BEYECERCHU BEYETEKUWAMATU
 273 LIJOCHIN YEMIREDUTIN GUDIFECHA BIYE ALIKEBELIM INE. MIN
 274 AGENAGNEW KEZIH GAR? YIHE SIRIATU YETEBEBE IKO NEW. KESIRINA
 275 KEDEM GAR YETEWEHADDE SINE SIRIAT YALEW, YEKOYE TARIKAWI
 276 SIRIATIN YETEBEKE NEW. IRDATA BEYETABIYAW SEBSIBO MESTETIN
 277 GUDIFECHA ALILEWM LELA SIM KALTESETEW BESTEKER. INA AIGENAGNUM
 278 BENE BEKUL MEFTIHEW YIHE NEW. ISHI, MAMUSH.
 279 S: *Guddifachaa yammuu jennu bittaaafi gurgurtaa irratti hundeeffame inni duraa. Amma
 280 garuu isa duraa sanaa wajjin tokko mitin jedha akkan yaadutti. Inni duraayi hakuuccaa
 281 bittaa gurgurtaadhaan hojjechiifataa turee NETSA hojjechiifata. Akka ammaatti garuu
 282 akka hammayyaa ammaatti biyya diidaa yennaa deemanii humna isaanii tilmaamanii
 283 hojjechiifatanii kaffaluufiin nidanda'a maan jedha. Inni bittaaafi gurgurtaa inni duraa....*
 284 T4: *Inni duraa kan Oromoo bittaaafi gurgurtaadhaa?*
 285 SS: Ha-ha-ha- (laughed)
 286 T4: *Jechi kooyii yaadni isaa gaariidha. INDIYAWM bittaa gurgurtaa isa dhiiga
 287 Oromoorraa Oromoo keessaa fuudhee guddifatu mitiihalagaayyuu Meedhichaan ofitti
 288 fuudhee lammummaa kennaaf jechaa jiraam. Orma isa bakka fedhe dhufee itti galeyuu
 289 ofitti fudhatu malee hingarboomsinen jedhe. INKWAN mucaa isa Oromoo Wayyeessaa
 290 irraa dhalate fuudhee guddifachuun immoo gurgurtaadhaa? Gurgurtaayyuu hinbeeku.
 291 Garbatti jijjiiramuu, jijjiirachuu badaa hinbeeku Oromoon. INA asirratti yaadni keessan
 292 maaf addadda faca'ee? Gurgurtaadhaan wal fakkaata guddifannaan ummata Oromoo
 293 kan jedhu madda seenaa qabdaa, waan irraa dubbifatte matsiheetiis hata'uu. Yoo jiraate
 294 kaa; eessaa fuutee haasofteree?*
 295 SS: ha-ha-ha-ha- (laughed)

296 T4: *Aayi kitaabni yoo jiraate, yoo inni nutti himee [rifeerii] goona jedheen dhuguma. Inni*
 297 *waan dubbise qaba yookaan lafa dhaga'e qabaa sorsii kanaan baruu barbaade an. Aadaa*
 298 *Oromoo keessatti guddifachaan INDIYAWM maayinni ijoolle, mucaa isaa amma utuun*
 299 *ergan mucaa guddifadhee mucaa godhadhee mucaa koo sana caalaa isan guddifadhe*
 300 *sanaa kan eegamuu qabuu jedha. Cubbuudhas jedha waaqa birattis jedha. Qabeenyaan*
 301 *jiru IKO kan mucaa sanaatiim. Namni guddifate sun INDIYAWM mucaa isa godhatanirra,*
 302 *isa dhalanirra haatis abbaan guddifate sunis aadaa mucaa sana kunuunsuu qabuu jedha.*
 303 *Oromoon waaqatti amanaam. Sababa kanaatiif maaliif inni ammaa dimokiraatawaa*
 304 *dhaa inni duraa gurgurtaadhaa jedhu maaltu fide gara konkiluuziyinii akkasii.*

305 S: *An gargaridhan jedha kan hammayyaafi kan duraa wal bira qabee gaafan ilaaluu inni*
 306 *sunii akka seera duriittii jechuudha Gadaa jechuun Gadaan waggaa saddeet sattetittidha*
 307 *kan qoodamaa turee isaanis Gadaa kana jalatti wal geggeessaa turanimmoo akka Abbaa*
 308 *Bokkuu, Abbaa Duulaa, Abbaa Gadaa warri jedhaman kun warra ijoolleen Gadaa sana*
 309 *jalatti bulanii ijoollee isaanii sanaa guddifannaan sanaaf geessuu jechuudha. Akka yeroo*
 310 *ammaa kanatti gaafa ilaallummoo yeroodhuma sana qabataniidhuma deemuu, hamma*
 311 *tokkoo isa duriitiifi inni ammaa tokko miti. Gaafan akkas jedhumoo yeroo ammaa kana*
 312 *keessatti akkuma amma isaan jedhanii guddifachaan maayinni isaan jedhan kunii amma*
 313 *kana badaa miti. Ijoolleedhuma akka warra Abbabech Goobanaafaa warra jedhamantu*
 314 *ijoollee warra haadhaafi abbaa hinqabne kan gargaaranidha malee guddifachaan hinjiru*
 315 *jechuudha yeroo ammaa kana.*

316 T4: *Baay'iseen si galateeffadhaa.* Remarkable suggestion she has given really. WERKAMA
 317 YEMIBAL idea NEW YESETECHIW. INA WEYIZERO ABABECH GOBENA *yookaan*
 318 *aadde Abbabech Goobanaa ijoollee walitti sassaabanii kuunoo Walloorraa jalqabanii*
 319 *guddisaa jiruu, waaqayyo isaan haguddisu ammallee. Guddifachaa hinjennu isa ijoolle*
 320 *isa irdaataadhaan xaabiyaa addaddaatti fuudhanii ijoollee kunuunsan. Inni guddifachaa*
 321 *seera Oromooti nuyi jennu, yaada isheen kennite. Lammaffaa yaadni isheen duraan*
 322 *laatemmo ijoolle ilaa wan tokko aanderlaayinii godheera. Abbaan Bokkuu, the Gadaa*
 323 *Officials follow the system of Gudifecha. Follow godhu seera isaanii keessatti*
 324 *ooggantootni sirna Gadaa keessa jiran sirna guddifachaa kanaaf iddoo olaanaa kennuu,*
 325 *hordoffii qabaa. Inni amma guddifachaa jedhamu kun kanaan walitti hindhufuu.*
 326 *Yennaa Amerikaatti ergan maaliif ergan. Foloowaappii akkasii eewutu egaa eewutu,*
 327 *eewutu addanaa itti kennee foloowaappii kanaa godha, akka dhiigummaa Oromooti kan*
 328 *jedhu yaada ishee ballinaan laatee. Baay'ee gaarii, iyi, gaafadhu.*

329 S: *Hoboofi, hoboona hoboorraa fuudhee guddifataa cooraan cooraarraa fuudhee guddifataa*
330 *jechaadha. Hoboorraa yoo cooraan fuudhee guddifate rakkoo attamiitu irra ga'a?*

331 T4: *Eh kun rakkoo qaamaan intinii fidu miti. Rakkoo ilaalcha aadaatiin wal qabatedha. Eh*
332 *seera kan barreeffame caalaa sirni Gadaa seera kabajee hojjiirra oolchaa jira. Obboleessi*
333 *hattuu taanaan obboleessa isaa mussinnaa yookaanimmoo matta'aadhaan hindhoksu*
334 *Oromoon. Nidhokfataa? Waan lafaa fuudhan, fuudhanii iddoo tokkotti geessu malee*
335 *fuudhanii kiisii kaawwatanii hindeeman. Baay'ee xibqiidha yoo barreeffamuu baateyyuu.*
336 *Kanaaf eh ijoolleen hoboofi coorummaatti eegamuu qabu gaafa jennuu namni hobo*
337 *ta'ee, namni hobo ta'ee cooraarraa guddifachuu hinqabu. Sadarkaa hawaasummaa,*
338 *safuu hoboofi coora walii safuudha akka jedhuuti. As keessa jiraa yeroo hinqabu isinii*
339 *dubbisuudhaaf, Macaafa laayibirarii keessas nijira. Eh hoboofi coora walii safuudhaa*
340 *jedha. Kanaaf hoboona fuunee iddoo cooraatti yoo makne iddoo madaba isaa malee*
341 *madaba isa jedhamu afaan Amaaraatiin madaba isaa jijjiirre jechaadha, hinta'u. Kan*
342 *biraammoo fidnee hobootti, sanyii balleessuu jechaadha kun. Ani hoboona yoon ta'ee*
343 *mucaan guddifadhus hoboorraa ta'uu qaba. Akka sanattiin deemuu qaba. Maayinni*
344 *kuni waan waraanaan qaamarraan rakkoo fidu hinqabuu garuu aadaa eeguudhaaf*
345 *baay'isee gaariidha.*

346 S: Teacher, *asirratti macaafni keenya gabaabumatti gaafa kaa'u Gadaan caffeehaa wajjin*
347 *walitti dhufeenyi akka qabutti natti fakkaata.*

348 T4: *Gadaa* is a system actually, there is somebody, *caffee, caffee*, ok. This is a serious question.
349 *Caffee* is somebody you know? *Caffee jechuun* TEKILALA GUBAE *jechaadha; waan*
350 *kan biraa miti.*

351 S: *Caffee jechuun wal ga'ii jechuu natti fakkaata.*

352 T4: AWO, the assembly or body making decision, yes. MIN MALET NEW, YE GEDA
353 *keessatti* TEKILALA GUBAE *isa jedhamudhaam afaan Amaaraatiin amma.* TEKILALA
354 GUBAE. *Amma miseensonni Mootummaa Naannoo Oromiyaa warri maa'ikalaawwii*
355 *komiitee, caffee geggeessu wal ga'ii caffee geggeessu yeroo baay'ee. Akkuma kana*
356 *Gadaa keessa Gadaa Official Abbaa Bokkuu, Abbaa Duulaa, Abbaa seeraa hundi*
357 *isaaniyyuu wal ga'ii murtii guddaa kan kennan qaama murtii olaanaati. Kan labsu, kan*
358 *maal jedhu isaan kanaa jechaadha. Caffee jechuun wal ga'ii jechaadha.* TAKILALA
359 GUBAE *isa jedhamu. Ammayyuu adeemsi kun Bulchiisaa Naannoo Oromiyaa keessatti*
360 *isumaan jiru, isumaan bulu mitii?*

361 S: PARLAMA

362 T4: PARLAMA INDEMALET NEW AWO very good, PARLAMA INDEMALET NEW.

363 *Qaama murtii olaanaa mootummaa kan murtii olaanaa laatuufi murtii dabarsuu*

364 *danda’u jechuudha. Ah amma pereediin isaa sokkeera waan ta’eef asumarratti*

365 *dhaabuufin dirqama egaa an. Hii, bilbilameera mitii amma?*

366 SS: *Eeyyee*

367 T4: *Barsiisaan dhufee ala dhaabbata.*

Appendix D: Teachers' interview transcripts

The four teachers, whose classes observed, were interviewed. The transcripts of their interview are indicated below.

The interview transcript of T1

1 I: Welcome teacher. I am to ask you some questions based on research question entitled “A
2 STUDY OF STUDENTS AND TEACHERS’ USE OF ENGLISH AS THE MEDIUM OF
3 INSTRUCTION IN SECONDARY SCHOOLS: ORAL INTERACTION IN FOCUS”. When
4 you give your answer, please feel free that the information that you provide me with will not
5 be used for other purposes but in this research. The secret of the research also will not be
6 disclosed to anybody. There are a few questions to be asked. Each question needs a precise and
7 clear answer. Please, do accordingly. Again when you speak try to make it loud so that I can
8 easily transcribe your information.

9 T1: Well

10 I: The first question: What do you think is the advantage of using EMI in subject area classes at
11 high school level?

12 T1: Because the medium of instruction at high school level is proposed by English, then students
13 learn by this instruction of medium English and when they develop their language ability in
14 English. The other one is that today the world is globalised then they interfere to the world’s
15 globalisation in English. Due to this factor learning in English as a medium of instruction in
16 Geography subject at Grade 9 is very good for them. So this is my suggestion.

17 I: Do you mean that learning in English classroom is not enough?

18 T1: Ok, by the way it is not enough in my opinion. To develop or to support what we learned in
19 English classroom, then they have got different, by the way not different words different
20 speaking ability may develop besides in English class.

21 I: The second question is, ‘Why do you think students use Oromo/Amharic at Grade 9?’ For
22 example, when I entered your Geography class for several observations, most of the time
23 students were speaking in Oromo though I didn’t hear anyone speaking in Amharic. Why do
24 you think they do so?

25 T1: Because, as we have said before, the students did not develop their language ability enough,
26 by English class. For example, they learn English up to Grade 8. But still now, they did not
27 develop their English language. Due to this factor most of the time they learn English in lower

28 grade by Afan Oromo. Then they want or they choose speaking in Afan Oromo and Amharic
29 or mother tongue language instead of speaking by this English because they are not able enough.

30 I: The third question: How do you view the common criticism that using mother tongue at high
31 school level reduces student's exposure to English? That means some people say that if students
32 use mother tongue for example, Oromo, they criticise that if they use the mother tongue highly
33 it reduces the students use of the target language. Do you agree to this?

34 T1: Yes I agree.

35 I: How, for example,

36 T1: For example, if they exercise Afan Oromo in many classes, or they always speak in Afan
37 Oromo because they did not their English well. They speak in Afan Oromo. They choose
38 always Afan Oromo because Afan Oromo is their mother tongue because there is no need of
39 any support to speak that. Due to this factor, they choose speaking in Afan Oromo. Then
40 speaking in Afan Oromo makes them passive to speak in English.

41 I: The next question: Do you think that your current use of English in Geography classes is
42 maximum or minimum?

43 T1: I use English maximum to some extent I interpret to Afan Oromo because when I simply
44 talking or joking, by English, it is not clear to them. I accept in my opinion I accept that this
45 English is not clear to them. Due to this factor, to give hint or clue, in some points, some
46 areas necessary area, I translate for them to Afan Oromo. But at large I use English.

47 I: Perfectly and I also heard you using English at large. How about your students?

48 T1: My students try, they try but most of the time this is, especially, few students try to speak in
49 English. Unless the majority use Afan Oromo, due not speak English. There are some students
50 plus who do not speak any English word.

51 I: Not only English but also there are some students who cannot speak even Oromo. Why is
52 that? What is the problem for their even not speaking in Oromo?

53 T1: Nowadays I think I see when I teach in Grade 8, in Grade 8 I think the media is Afan
54 Oromo, most students could not speak because they did not practicing it from the base. It
55 was always answer- question method. Always teachers talk much. They do not allow students
56 participate to speak in the class. Due to this factor, they choose keeping quiet.

57 I: You said that you use English at large in Geography class. For example, when you estimate
58 it, how many percent of your use of time is given for English and how many percent of it is
59 given for local languages?

60 T1: By the way, I don't...

61 I: Give your estimation

62 T1: By estimation, may be 80% English language and 20% of it is Afan Oromo or 90% English
63 and 10% Afan Oromo.

64 I: How about your students? When you see the students' use of time in English, how many
65 percent do they use in relation to local languages?

66 T1: Dividing in percentage, the students?

67 I: Yes.

68 T1: They are I think; I think the reciprocal of me, the inversion of me. They use most of the time
69 Afan Oromo those who participate. But most of the time, only a few students may try to use
70 English and the others use Afan Oromo.

71 I: How many percent, for example?

72 T1: May be 30% English and 70% Afan Oromo use their time by using English language.

73 I: Thirty percent English language?

74 T1: Yes.

75 I: Ok. When you see again the ratio of your use of English, I mean the ratio of your use of time
76 in classroom and the ratio of your students' use of time in classroom.

77 T1: Ok, student-teacher participation?

78 I: Yes, how much class time do you think you take, and how much of the class time do your
79 students use.

80 We use simply presentation or because I think in Geography classroom the subject is complex
81 and bulky but the credit hour given to it is only two credit hours. Then to cover the portion I
82 choose to rush in myself instead of making the students participate much. So I use much by
83 myself and students' participation is minimal.

84 I: Ok, look, sometimes content area teachers including Geography teachers, use both English
85 and Afan Oromo simultaneously in one lesson. Why do you think they do so?

86 T1: I tell you they mix English and Afan Oromo to help the students. The main cause, the main
87 factor, the purpose of simultaneous use of English and Afan Oromo is to help the students.
88 So this is to justify whether the students understand what they have learned in English or not?
89 Or to push them towards the subject matter, we try to stick to Afan Oromo instead of using the TL.

90 I: Around number one or number two you said that using English as the medium of instruction
91 is very important. Therefore, when you use Oromo at large, or when the students use Afan
92 Oromo at large, doesn't it affect their use of the target language?

93 T1: It affects, according to my opinion, by the way teachers do not use much of Afan Oromo but
94 the students use it most of the time. Then because of a lack of time, we simply jump to the

95 subject we teach. We do not give attention to the language that the students use. There is the
96 luck of time to push them always towards English language.

97 I: You have agreed that teachers switch code code-switching is the change of language, you
98 understand, teachers switch code in subject area classes for what reason do they switch? Try
99 to list down the reasons for which teachers switch code when they teach.

100 T1: Ok, why do they translate?

101 I: Yes.

102 T1: The reason the teacher translates is that one, I tell you I tell you, one is to make clear to the
103 students. That is the main cause; the main cause is to make clear.

104 I: Ok

105 T1: The other is also I think since English language is our second language, even though for our
106 teachers, sometimes we need the language. And we choose to translate clearly, we choose
107 Afan Oromo. The main thing is to make clear for the students but the other is for our
108 choice. We accidentally use that Afan Oromo even if the students do not need the translation;
109 it is a habit for teachers to translate. Even Grade 9 English teachers as I heard, when they
110 teach English they use Afan Oromo.

111 I: You are right. I also heard an English teacher teaching in Oromo while I was waiting for a
112 teacher to inter for observation. He teaches and then translates into Afan Oromo. That
113 means it is a habit for him.

114 I: How about the students, that means, when they switch code, at what time do they switch?

115 T1: The students?

116 I: Yes, for what purposes do they switch? For example, is it when they take permission or what?

117 T: The students may be tackled to speak English freely. Then because of a lack of ability, they
118 switch to Afan Oromo, they translate into Afan Oromo, leaving English.

119 I: Do you think that switching to the mother tongue in EMI classes can be beneficial to the
120 students' target language proficiency?

121 T1: No

122 I: Why?

123 T1: Because I think learning in English is very important. As I told you, learning in English in
124 Geography subject is very important for the students to develop their language to know
125 global English is important learning or teaching in English to the students.

126 I: When your students switch code, what measures do you take to encourage them to speak in
127 the target language? What are the measures that you take? As you told me, most of the

128 time students talk in their mother tongue. When they frequently talk in the mother tongue,
129 what measures do you take to help them speak in English?

130 T1: Most of the time, the measure that they take to divert their idea to speak English for myself, I
131 didn't reply, I didn't answer the questions of the students that made in Oromo language, I
132 reply in English. Then in turn, the student tries to answer in English. In this way, I make
133 them turn back to English. If the student didn't understand what I asked him in English, I
134 repeat the question to Oromo and then turn back to English.

135 I: If you give answer in English for what the students asked in Oromo, do you think that all of
136 them can understand you?

137 I: most of the time, most students do not understand what I say. But at last sometimes I speak
138 Oromo again and they understand me as much as possible.

139 I: Whenever you feel that your students haven't understood what you have taught them due to
140 deficiency in the target language, how do you help them understand it? Let me say it in
141 another way round. Now you teach them, you ask them, after you have taught them, you
142 think that they haven't understood. That means after you have explained it for several
143 minutes, you say, 'have you understood?' If they say no, then what do you do?

144 T1: Then that is my problem that I try to Afan Oromo.

145 I: Do you translate it from the beginning to the end?

146 I: Sometimes I translate the whole thing and sometimes I repeat in Afan Oromo. That is our
147 problem that we translate into Afan Oromo.

148 I: At last, give your general opinion the way students can improve their use of English in EMI
149 classes.

150 T1: This is, I think, generally, if the students always use English language even though it is
151 correct or not. If they always in all subjects, in all subjects they exercise including English,
152 if they always exercise this English language, and if we stop translation. In my opinion, if
153 we stop translation to the common media (Oromo or Amharic), they struggle to know to
154 understand because it is not translated to them. Then they are left empty. But, for the future, I
155 they become think become agree and they try to I think to improve their language speaking,
156 listening and the like. This is my total suggestion

157 I: For example, in your textbook, there are some words and terminologies "key terms" given
158 at the introduction of every unit, the key terms you said are listed. Do you teach those key
159 terms before you teach the whole concepts in the unit?

160 T1: Ok, not always, because when I teach them the key terms, before entering into the main part,
161 the terms included in the list of key terms may be found in the last topic of that unit. So when

I 162 teach them now at the beginning of the unit, it may not be clear to them. But if they learn
163 day-to-day topic to topic gradually, they will get the key terms. And sometimes I repeat the
164 key terms after the end of that unit, at the end of that unit. But because it is a repetition for
165 them, to remind them.

166 I: But, in my opinion, people who prepared those textbooks, selected the key terms so that
167 students may not face any problem when they read the textbooks. Therefore, do you remove
168 the stumbling stone?

169 T1: Yes, the stumbling stone. Those key terms are stumbling stones if they are still there without
170 touching them.

171 I: Therefore, as I understand, it is better if the teacher teaches those key terms first and then goes
172 to the body of the lesson, the students can understand everything because that stumbling
173 stone has been removed. Do you agree?

174 T1: Yes, I agree. Ok, but in my opinion, I tell as, for example, I tell them roughly tell them the
175 key terms. I say don't forget, these are the key terms that appear in your lessons I say. But I
176 don't deeply teach them; I don't give more explanation on the key terms.

177 I: Do you think that the concern of English is only the work of English teacher?

178 T1: It is not only the work of English teacher. But it is the work expected from Geography teacher.

179 I: That means it is also your work.

180 T1: Yes, I accept it. For future, may be, not may be, surely, I start from the key terms because it
181 helps students understand what they learn. It is the key point; it should be the starting point.

182 I: And also in your textbook, the debate is there, the discussion is there, the group work is
183 there. How do you reply to this?

184 T1: I accept all the activities included in the textbooks. I support them. But because of a lack of time,
185 I simply use my time to teach my subject.

186 I: To cat you short, now you give note on the blackboard. The textbook is with the students.
187 Since the whole book is with the students, what is the problem if you don't give note on the
188 blackboard? Instead, why don't you give them a reading assignment, arrange classroom
189 discussion, and present it in the classroom, and so on?

190 T1: Two years before, we make like this. We use like this at department level. We informed to
191 the department and they gave the second rank to Geography in the school. But this year most
192 students asked the school and they needed different suggestions from the school director, and
193 they told us not to follow what we have intended to do. Rather they told us to do all activities
194 for the students. So, this is our problem.

195 I: Thank you very much for permitting me observe your class and for accepting my invitation
196 for the interview.

The interview transcript of T2

1 I: Welcome teacher to attend the interview. The questions that follow are meant to answer or
2 give information to research entitled “A STUDY OF STUDENTS’ AND TEACHERS’ USE
3 OF ENGLISH AS THE MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS:
4 ORAL INTERACTION IN FOCUS”. This is the title of the research. I assure you that the
5 information that you are going to give me will not be disclosed to other people; it will be
6 kept secret. Then, please feel free and give me the information that you think can answer the
7 questions that follow. The first question:

8 What do you think is the advantage of using EMI in subject area classes in secondary schools?

9 T2: Your question is a good question. Just if possible, eh it is good if all the students use this
10 English language as medium of instruction; most of the time their capacity in all areas of the
11 subject is improved. Their English language is also improved. They can understand every
12 subjects especially when the teacher taught them. And also if we use this language as medium
13 of instruction, they improve their communication skills, their communication specially their
14 vocabulary skills. And others is more improved. Therefore, this and others have many, many
15 advantages.

16 I: But you see ah when students come to grade nine from elementary school, most of the time
17 they use their mother tongue, either Oromo or Amharic. Therefore, if English is this much
18 important why do they use the local languages?

19 T2: This is it might be the problem how they come from the lower classes or primary
20 schools. Their most of the teachers they teach them in English in Oromic not in English
21 because the subject itself is prepared in terms of Oromic.

22 I: In primary schools, right, right.

23 T2: Yes in primary schools, just most of the time if possible it is improved by their teacher who
24 teach English. If they effectively use this language at schools or outside classes, it might
25 improve the capacity of our students there before reaching here. But now most of the teachers
26 they use Oromic even not the other teachers the teachers who teach English. This discourage
27 this generally, discourages the use of English. They more adapted with Oromic, even most of
28 the teachers or could not most of the students could not write their names properly using
29 English. They use Oromic for English subject. For example, when give them a test, when

30 they wrote their names they write in Oromic. If they have been if they English teacher advises
31 them to write their names in English they could not do as such. Therefore, there are weaknesses
32 on the side of especially with English teachers. And again the interest of our students is
33 also not much good. Their attitude is not with teaching especially they are out of
34 teaching.

35 I: Ok and also other people criticise that using mother tongue in high school excessively has
36 reduced the students' use of English. Do you agree to this?

37 T2: Again.

38 I: Look in high schools most students use mother tongue not English. This on its turn has reduced
39 the students' use of the TL that means use of English. They do not use English. Do you agree
40 to this?

41 T2: Ok most of high school students use Oromic language you said; and this possible or
42 impossible as they said?

43 I: They say when students come to grade nine they normally speak in Afan Oromo. This has
44 reduced the students' use of English.

45 T2: Yes, I support this idea.

46 I: The other question is, 'do you think that your current use of English is maximum or
47 minimum, your use of English?'

48 T2: Ok of course this is conditional. For example, in some classes there are talent students
49 especially, it is more preferable those who hear you. In other classes every students there is
50 when even a few students does not understand what you have said. In such classes sometimes
51 most of the time I can use both languages Oromic and English and sometimes Amharic. But
52 in other classes where clever students are there, I can use most of the time English.

53 I: Therefore, when you take the average of your use of English is it minimum or maximum?

54 T2: Maximum

55 I: When you put it in percentage how much do you think it will be?

56 T2: Just more than eighty-seven percent out of hundred.

57 I: Ok you use English more than eighty-seven percent out of hundred as compared with local
58 languages. Ok, how about that of your students, how many percent do you think they use?

59 T2: Our students, I can say only five percent they use in English.

60 I: Ok do you mean that five percent of the students use English or the students use five percent
61 of the class time?

62 T2: Ok most of the time just now we are debating on the language use. Just out of hundred percent
63 our students only five percent they use the English language.

64 I: Good, five percent of the class time.

65 T2: Yes, they use English language.

66 I: Not more than that.

67 T2: Yes.

68 I: Even when I guess it, in some classes it could not be five percent.

69 T2: Ok just I am saying this when compared with other students.

70 I: Exactly, on average. Thank you. The next question is almost a repetition. Let us repeat or let

71 us digest together. Sometimes content area teachers like you use Oromo and Amharic

72 simultaneously in one lesson. Why do they do so?

73 T2: Ok just this is to make the idea of that lesson more clear for students. Not for another thing.

74 I: What techniques do you use to make it clear for the students?

75 T2: Just if they did not understand me while I am teaching in English I repeat for them in

76 Oromic. This is due to existence of differences especially the students does not know Amharic,

77 Oromic to make more clear for such students sometimes I can make Amharic.

78 I: If you translate it into Oromo, don't you think that because they expect that you will

79 translate it into English or into Oromo, there is no need of listening to English? Ha-ha-ha-ha

80 (laughed a lot) ok it sometimes happens. Therefore, you start teaching in English. They don't

81 care about it. They don't care about your lesson; they look somewhere and only listen to you

82 when you speak Oromo. So how do you avoid this or how do you overcome this?

83 T2: This is avoid only if every teacher whether at primary level or high school level, if they use

84 respectively the English language and advancing the students whether at school or outside

85 school, to try to speak try to communicate in English language. Unless other otherwise it is

86 difficult to avoid such problems.

87 I: Ok the next question, if you switch code in History classes, for what reasons do you do so?

88 T2: Ok due to the misunderstanding of the students what I am saying to them.

89 I: Ok to avoid misunderstanding, one.

90 T2: And also to make clearer to understand the subject.

91 I: Ok at what time, for example, if we take from the students' side students use code-switching

92 when they ask permission. For the students this can be one example. How about for the teachers,

93 when do they code switch?

94 T2: Ok when they ask me the permission.

95 I: No, when you code-switch or when you change your language to Oromo, when do you do

96 that? For example, is it when you criticise the students, when you advise students or at what

97 time do you use code-switching?

98 T2: If for example, if I ask them one question in English if they does not understood what the
99 question says, I just interrupt using English and translate it into Oromic or into Amharic.

100 I: Good, the next question is do you think that switching to the mother tongue in EMI classrooms
101 that means like Geography and History classrooms can be beneficial for students' target
102 language improvement?

103 T2: To using Oromic?

104 I: Yes is using Oromo in EMI class beneficial for the target language or English?

105 T2: You think English at class level or English outside.

106 I: Ok let me make it clear. Now most of the students speak in Oromo even though they should
107 speak in English. Is their speaking Oromo advantageous for their English language improvement?

108 T2: No, because since they speak in Oromic they going to just forgot about the English language.
109 Therefore, this does not improve their language as medium of instruction.

110 I: Ah the next question is (we are about to finish; we are left only with two questions) whenever
111 you feel that your students haven't understood what you have taught them. What techniques
112 do you use to let them understand?

113 T2: This is just very especially according to the given lesson. For example, to make more clarify
114 for them, there are lessons which used different teaching aids. It is true that I try to make
115 clear for them.

116 I: How about the language part, how do you make them improve their TL use or is it the concern
117 of only English teachers?

118 T2: Ok it concerns us. Just at one time by selecting new words which is difficult for them, I
120 translate such words for them to Amharic or Oromic in order to develop their vocabulary.

121 I: Ok when you introduce a new unit do you teach them the key terms that are selected from
122 forthcoming lesson? the

123 T2: Just this is that most of the time key terms are found in the textbook at the beginning of the
124 topic. I have told them to take such key terms and if they do not know just from the given
125 part, I will ask them which is difficult for them.

126 I: If you have the intention to help your students, why don't you say students today we will
127 learn vocabulary, the new terms that have been taken from your textbook. We will solve the
128 problem of vocabulary and make things easy when we go to the body of the lesson.

129 T2: This is possible but due to the limitation of time, we could not deal with everything deeply.
130 For example, our textbook is vey vast but the given load for this book is not balanced. This is
131 prepared for three credit hours. But the given contact hour given to this is only two contact
132 hours per week.

133 I: Your students have textbooks I think.

134 T2: Yes

135 I: Each student has his/her own textbook. Then the note is with the students. What is the need
136 of repeating the same note? As I think you don't give them the item or the note which is not
137 included in their textbook. Then instead of taking the whole class by writing on the blackboard,
138 why don't you order or give assignment to your students to read the textbook like you made
139 before? Why don't you tell them to read it, take short note from it, and give them debates in
140 classroom, discussion and group work instead of killing time by giving note? If you do so is
141 it not possible to improve students' language as well as the subject matter?

142 T2: They don't have such habit or such method really. If we give them debate on something the
143 does not bother about that. They talk their debate on another issue. Therefore, it is difficult,
144 we cannot trust their uses.

145 I: What you said is true. When you give them some activities to debate on, they discuss on
146 other issue. This is the problem. Ok when you give them group work do they discuss in
147 groups in the TL?

148 T2: No, whenever they use Oromic because why you don't use English when we say, we can't
149 know the lower classes or primary schools just we use Oromic language, we don't know one
150 they say. They give such response. Just we could not do anything they say. We say as much
151 as possible use English you are high school you are not primary school. I advise them in such way.

152 I: In general, do you encourage your students to improve their target language?

153 T2: Ya just most of the time when I am teaching you please try to use English whether it is
154 correct or not because you are at high school level. The MoI is English; you have to
155 communicate in English. Using this language unless otherwise you cannot improve your
156 English language whenever and wherever.

157 I: Ok, the last question, give your general opinion the way students can improve their use of
158 the target language.

159 T2: Just as I am told now the only means or the way that they can improve their using English
160 language is their capacity at the primary school. Every teacher not only the English teacher,
162 the other subject teachers if they advise them to use this language. For example, those
163 who are at grade eight if every teacher advises them the next year you will be at high school
164 there your medium of instruction is English. You are to try to exercise or try something from
165 now by encouraging in such a way (ok, *takkaa, takkaa*, somebody entered unexpectedly).

166 I: Ok continue.

167 T2: If every teacher encourages the students to use English, either at school or outside of the
168 school, the students might improve their skills of using English. And plus the students by
169 itself if they try improve by themselves by reading fictions, their textbook when they teaching
170 English subject especially English is at today at now it is prepared in good way, to communicate
171 in grammar. Then if they adapt themselves in every direction on this prepared book, they can
172 improve their speaking language.

173 I: That is right but let alone English, students cannot speak in local languages in classrooms.
174 Let alone in English they do not speak in Oromo. That means students are in general not
175 willing to speak in classrooms. How can we make them speak? Please give your general opinion.

176 T2: It is most of the time improved when all in all the interest and the intention of the students is
177 with you. Unless otherwise they do not know what they are going to tell you where they are.
178 Especially this is not only by teacher with community including their family like existing of
179 the society. Thank you very much really.

The interview transcript of T3

1 I: Before I am going to ask you some questions, I would like to thank you for your coming.

2 T3: Thank you.

3 I: I am doing research entitled “A STUDY OF STUDENTS’ AND TEACHERS’ USE OF
4 ENGLISH AS THE MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS: ORAL
5 INTERACTION IN FOCUS”. I assure you that the information that you give me will not be
6 disclosed to anybody except for this research purpose. Therefore, please feel free and give the
7 information that you think is appropriate answer for the following questions. The first question
8 is: “What do you think is the advantage of using EMI in subject area classes at high school
9 level?”

10 T3: Eh using English as a media of instruction at high school level is it has a great importance you
11 see? Do you know why eh English is an international language? It is the Franca lingua. That
12 means everybody will communicate through English. It is the language of the world. So it is
13 the language of universities, it is the language through which different scientific innovations
14 are conducted. So it is really, very important to communicate with different nations. So
15 English is the very important one. In fact, I am very interested in speaking English even though
16 my grammatical application is not as much, I like to speak it more of my time. Do you know
17 why? It is the world language. It is the language our planet peoples who are living in our
18 planet communicating in English.

19 I: But when we come to high school level, our students do not use it. Why do they do so?

20 T3: Eh it has many- many reasons. Basically, eh from the very beginning, as to me, according to
21 my understanding, one is the way we teach our students in English itself as a subject. The
22 way we teach them, the way we teach them is not correct.

23 I: Where? At elementary school level or at high school?

24 T3: At elementary school, starting from the very beginning. In addition to that in Oromiya region,
25 in Oromiya region and also other regions, eh mother tongue is preferred the primary school
26 media of communication. So because of that our students from the very beginning starting
27 from the lower grades because of that they have been communicating through their mother
28 tongue with everybody especially in Oromiya region they don't like other languages even the
29 Amharic itself. Really, they are very poor in Amharic not only in English; they are very poor
30 in Amharic also. So this is one factor. From Grade 1 up to Grade 8 they have been exercising
31 Afan Oromo. When they come to Grade 9, automatically they inter to another atmosphere.
32 In schools, wise again in teachers wise in addition to that in media of communication. Really,
33 they are entering to very strange atmosphere. So because of this there is eh shortage of
34 language use. Not only our students even some of our teachers really we are not we are not in
35 a good standard regarding using this language. This is the common, common problem here in
36 our country.

37 I: Ok also some people criticise that the excessive use of mother tongue in high schools has
38 reduced students' exposure to English. Do you agree to this point?

39 T3: Yes, I will agree, yes. Most of us, most of us even I myself, let me take I myself as an
40 example. When I assume when I assume that my students didn't understand the content of the
41 lesson, I am forced or I am initiated to tell them in mother tongue. Just to inculcate the content
42 of that lesson in their mind, I like to use it sometimes. Really, I come across teachers who are
43 teaching more of their time in Afan Oromo, even the English teachers.

44 I: Eh the other question is do you think that your current use of English in Geography classes is
45 maximum or minimum?

46 T3: In the class, while I am teaching, really, relatively it is maximum I can say I use English
47 more of my time I will use English.

48 I: How about that of your students?

49 T3: Very minimum, very minimum.

50 I: When you guess or estimate the amount of the target language that you use in classroom, for
51 example, how much percent do you use English?

52 T3: For myself?

53 I: Yes.

54 T3: I think it is from sixty-five up to seventy-five percent of the time I use, I use usually English
55 language.

56 I: How about your students' use of English?

57 T3: Less than twenty percent of the time given to them.

58 I: The other question is that sometimes content area teachers use both English and Oromo/
59 Amharic simultaneously in one lesson. Why do they do so?

60 T3: Eh as I tried to mention previously, the main problem is number one, there are two factors,
61 there are two reasons, number one, the first one is just to-to-to inculcate or to put the content
62 of that lesson in the minds of their students. This is one reason. Because of that our students
63 are very weak in vocabulary and also in understanding language. So they use this one. Another
64 one this may be eh for some teachers not for some teachers themselves they don't have, they
65 don't have the ability to say something in English what they want to convey in English they
66 don't have the ability to convey what they like to say. They cannot address what they want to
67 address. So when they come when they will be in the problem, they will use the Afan Oromo
68 language. When they hung over there, when they will be with the shortage of vocabulary
69 they will use that one because of their shortage of English language. This is what I observed
70 for several times.

71 I: But when you repeatedly switch code to Afan Oromo, don't you think that students sit
72 idle until you finish your English and come to Afan Oromo? Not clear.

73 T3: Not clear?

74 I: Good. When you teach them, you teach them in two languages. First, you teach them in
75 English and then you realise that your students didn't understand what you said. Then you
76 make using MT your alternative. If you do this as a habit time after time, don't you think that
77 the students will sit idle or sit down without doing anything without listening to your English
78 because they guess that you are going to translate it to Oromo?

79 T3: Yes, this is the main problem you see? This is the main problem and also it has a danger in
80 the long run. In the long run, because of this problem, as you said they made a habit they
81 never try they never try. This is consequential you see, in the long run in their life, it is
82 consequential. They cannot compete with other people even in the university even at other
83 places. They can never be competent. They wait for proper translation. They know that they
84 know. Then this is the problem I know that this is the problem.

85 I: Then how do you think it can be avoided?

86 T3: It must be avoided.

87 I: How?

88 T3: Number one, capacity building is better. For example, ELIP programme is a very important
89 programme. Really, it is a good programme. Most of us we came to speak a little bit English
90 because of ELIP. It has to continue again and again. Another one the teachers themselves
91 they have to try to speak let it be whatever it is. Let it be its grammatical articulation is not
92 right. Thorough the course of time they may be perfect. Perfection comes through exercise.
93 They have to know this one. They have to know this one. The school itself has to do something.
94 He has to initiate our teachers to speak and communicate with this media in the compound. There
95 must be a day of English or week. For example, there must be a day in which everybody
96 has to communicate through English. And also our teachers must read English materials
97 reading must be their habit so that we may overcome the problems; we may avoid in the long
98 run. It may not be over night, it may take time, it may take time. However, I am sure they will
99 speak in English.

100 I: Ok as I observed several classes', teachers as well as the students switch code that means they
101 shift a language to another language. At what time do especially teachers switch code? For
102 example, if I take students as an example, they may switch code when they ask permission,
103 when they ask questions, when they lack terminologies and the like. How about teachers,
104 when do they switch code?

105 T3: A lack of terminology nothing less nothing more. Teachers also a lack of terminology. This
106 is one factor. Another one is some teachers may think as if students do not understand what I
107 am saying. So why don't I tell them something in the mother tongue? When they think that
108 it is vague they do like that. What I underline is that including myself, there is the shortage
109 of terminology and shortage of vocabulary; not only vocabulary, even the mechanisms of
110 constructing sentences by giving grammatical order. This is the problem by itself. This is why
111 I raised capacity building again and again. The concerned body has to build our capacity,
112 yes. This is very simple if they think it they do in the summer programme.

113 I: When your students excessively switch code, what measures do you take to bring them back
114 to use English?

115 T3: Nothing else except motivation. I will motivate them.

116 I: How do you motivate them?

117 T3: I initiate them to speak it again and again, nothing less. And also I may communicate
118 through English and I say no matter don't worry about the broken English or about
119 grammatical, grammatical eh weaknesses.

120 I: But do you say don't worry about English speak in Oromo?

121 T3: Pardon.

122 I: Do you say don't worry about English speak in Oromo?

123 T3: No, I never do that I never do. I never for as an individual personally I like to speak in
124 English. If everybody speaks even at my home, I speak in English with my children, my
125 offspring including my wife. There are times when we purposely communicate in English.
126 So I am very interested in speaking English.

127 I: Then, what other techniques do you use to help your students speak in English, other
128 techniques?

129 T3: Other techniques really, I don't have another one.

120 I: For example, in your textbook there are debates, I read it and evaluated your students'
131 textbooks. There are debates, discussions and group works. Do you give such activities to
132 your students?

133 T3: Ah not all time, not all the time. Sometimes I will do that. But they are a few time.

134 I: Don't you think that it is important if we help our students giving such activities to improve
135 their English?

136 T3: Yes, it is very good that is why we use it over time, you see?

137 I: Also, it is because of that they put it in their textbook. Therefore, do the teachers try to
138 implement such activities in classroom?

139 T3: Yes, it is the duty of teachers. However, there are some problems regarding, regarding my
140 subject. Let me tell you something; we may not do this one because of the shortage of time.
141 The period allotment for our textbook is basically three. But we are teaching by two. Now to
142 cover the portion, to cover the portion, we don't have enough time. We have to run away.
143 Unless we cover the portion, we are going to be responsible for that. So to escape from such
144 kind of responsibility, more of the time, we lecture them.

145 I: You lecture them.

146 T3: Yes, this is the fact that I can never hide.

147 I: Let me give you my own opinion regarding classroom activities. If I were a Geography
148 teacher, I would not give note on the blackboard. Rather, I give them reading assignment;
149 make them read it at home and come to class and report. Alternatively, if there are some
150 important points in the textbook, I tell them to take down some notes by themselves. Then I
151 focus on forming group work for discussion. Regarding debates let me make things clear.
152 Number one, it helps students go into the subject matter in detail, and number two it helps
153 them practices the target language. Am I a good teacher if I do this way?

154 T3: Really the best teacher, really the best teacher. This is to initiate them to do by themselves. It
155 will make them to do independently in the course of time. They will be independent; they may
156 bring the habit of doing by themselves instead of waiting for the teacher.

157 I: Then how about if the Geography teachers discuss it among themselves in departments and
158 implement it?

159 T3: In the long run, we in the future eh we will try to do it. Even in our past time we, we
160 discussed the problems between teachers. Do you think that we will cover the portion? If
161 we never cover the portion, look what will come, the responsibility that is behind. And also it
162 will bring in one way it will bring failurity on the students from the uncovered portion, if the
163 examination may come so, it will harm them. So to escape from such danger we will do like that.

164 I: At last, what opinion do you have to let your students improve their English communication?

165 T3: Simply just motivating, initiating and also eh mostly the English teachers have to bear this
166 burden more of it, more of it. Even though it is the responsibility of all teachers, the vanguard
167 must be the English teacher; yes, the vanguard must be...

168 I: Yes, I agree. Eh but what if the Geography teachers take some terminologies to the English
169 teacher and tell him to teach the students to avoid the stumbling stones? For example, in
170 your textbooks there are some terminologies. Number one you can teach them, for example
171 if I were you, when I start the chapter, I would say students we are going to learn some new
172 words which will be a problem in your forthcoming lessons. Therefore, let us avoid the
173 problem beforehand. And I teach them the vocabulary in detail. For example, in Geography,
174 there are terms like folding and faulting.

175 T3: Yes, folding and faulting.

176 I: Then students should identify such words.

177 T3 Yes, they do have, they do have some sort of similarities and then eh when we produce them.

178 I: Yes, therefore, it is important to teach them not only roughly telling them. It needs teaching
179 such words.

180 T3: Yes.

181 I: Thank you for giving me such important information, thank you.

The interview transcript of T4

1 I: Thank you for coming. I have intended to do research entitled, "A STUDY OF STUDENTS'
2 AND TEACHERS' USE OF ENGLISH AS THE MEDIUM OF INSTRUCTION IN
3 SECONDARY SCHOOLS: ORAL INTERACTION IN FOCUS". The information that I gather
4 from you is used only in this research. Please feel free and give me the information that you

5 think is appropriate answer to the questions. The first question is, “What do you think is the
6 advantage of using EMI in History classes at this level?”

7 T4: Actually, English is really one of the universal languages and here we are in Ethiopia as part
8 of the world. So we must bring up our tomorrow’s generation in well-developed skill of
9 speaking English language. If we see the general sources of education in the world, most of
10 them are written in English language. Therefore, the medium of instruction in Ethiopian
11 secondary schools is very good to be in English language.

12 I: If it is this much important, then why do students use Oromo or Amharic instead of English at
13 Grade 9?

14 T4: This is a very good question really. Nowadays there are many comments from many angles
15 concerning English language skills in Ethiopian secondary schools. Ah especially, at this
16 moment students cannot appropriately communicate in English language. The problem is
17 raised from different angles. But I cannot conclude which one is the basic problem.

18 I: Can you give hint which one can be the basic problem?

19 T4: According to my assumption, the weakness in this field, in English language skill is somewhat
20 routed from the very beginning in elementary school. They had no strong background in telling
21 in English language. To some extent the teachers are not, even the teachers themselves at
22 elementary school are not well developed in English skill.

23 I: When you say teachers at elementary schools, are you referring to English teachers or teachers
24 of other subjects?

25 T4: English language is not so far the medium of instruction there. That is why the students
26 decrease in skill of English at high school.

27 I: Ok, how do you view the common criticism that using mother tongue at high school level
28 reduces students’ exposure to English?

29 T4: Actually, using mother tongue very frequently at high school can affect students’ skill in
30 English language in the future even around colleges or universities as well in other uses of
31 universal areas. Therefore, it is better as my assumption, it is better to involve in only in English
32 language, instead of mixing up mother tongue with English language.

33 I: Ok, how do you think it can help? For example, they learn English as the subject in English
34 classroom. Again using it as the MoI in other subject classes is helpful you said. In what way
35 is it helpful?

36 T4: It can help them as a supplementary training. There are, most of the time the problem around
37 here is our being afraid in the classroom. In broken English, if they speak broken English,
38 they fearing or afraid of the other students. Therefore, the teachers must motivate them to

39 speak their broken English to experience to make exercise in addition to the English language
40 given as a subject in classroom.

41 I: Do you think that your current use of English in History classes is maximum or minimum,
42 your use of English as a teacher?

43 T4: It is minimum, minimum

44 I: Why?

45 T4: It is minimal because the students' capability to understand English language is very less.

46 They cannot understand what the teachers are talking in English language. As a result,
47 sometimes I am forced to speak or to explain in Afan Oromo or Amharic. Therefore, my
48 usage of English language at this time is minimal.

49 I: Ok, you think that when you use Oromo, your students participate more than when you use
50 English, is it?

51 T4: Yes

52 I: But when I observed your class, whether you speak in English or in Oromo, the students
53 are not this much participating. For example, if you ask then in Oromo, again the same thing
54 will happen; most of the students are silent. They are not interacting. Then do you think that
55 using Oromo instead of English is helpful for students' understanding of the subject matter?

56 T4: Actually, it helps them understand soon. But my fear is their future use. If I continue to say
57 everything in Afan Oromo or in Amharic, the students become baseless in English language.
58 Therefore, it is better to make everything in English language, for their future development
59 in this language.

60 I: You said your use of English is minimum in classroom reasoning that your students cannot
61 understand if you, most of the time, speak in English. Ok let us make estimation. When
62 you estimate, how much of your class time is occupied by English when you speak; 'you'
63 refers to T4, not the students.

64 T4: Good question, almost I have my assumption. It is almost about two-third or 75% English.

65 I: Ok you use 75% of English and 25% of Oromo/ Amharic.

66 T4: Yes.

67 I: Ok if you use 75% of English then how can you say that it is minimal?

68 T4: I see from both sides: from my side and from the students' side. When I say minimal at this
69 stage, I mean that the students' participation or the students' response in English language is
70 almost none.

71 I: For example, you said yours is 75%. When you estimate your students' use of English, how
72 much of the class time is occupied by students speaking English? Can you put your estimation
73 in percentage?

74 T4: Students' usage of English is not more than ten percent, really.

75 I: That means 90% of it is occupied by Oromo/Amharic. Ok. The next question is, "Sometimes
76 content area teachers use both English and Oromo/Amharic simultaneously in one lesson."

77 This is obviously seen in classrooms. Both students and teachers use English or Oromo or
78 Amharic as they like. Why do they do so? I know that this is a repetition.

79 T4: Really, this is not in one area all over the large area for example, in Oromiya, teachers are
80 using this language in combination or they combine the three languages: Afan Oromo,
81 Amharic and English. One is, I think, by understanding the students' centered or how far the
82 students understand the English language. Secondly, teachers themselves we teachers ourselves
83 are not equally capable speaking English perfectly. Therefore, while teaching in the classroom,
84 we are forced to mix up these three languages is the basic reason. The weakness of students to
85 understand English forces teachers to speak in Afan Oromo or Amharic.

86 I: What is the purpose of switching to Oromo or Amharic from English since English is the
87 medium of instruction? Can you list down some reasons for this code-switching? What reasons
88 do you know?

89 T4: The reason as I think, as to me is to help the students understand what the teacher talks at the
90 moment. To help the students understand what the teacher is talking during teaching. This is
91 the basic reason. If he continues to speak in English throughout the period, the students may
92 not understand what he is saying. Therefore, I am forced to switch code very frequently. This
93 is the basic reason I believe.

94 I: How about the students? For what reasons do you think they switch code?

95 T4: The same is true I think. They sometimes, some students try to start to speak in English and
96 soon break down, leave out speak in English language and go to Amharic or Oromo. Then, this
97 is indication of the difficulty of this language around them.

98 I: When you guess, at what time do you think students switch code? For example, is it when
99 they ask permission or at what time?

100 T4: Not during, mostly they use their mother tongue during giving answer, for example, for long
101 questions need long answer they directly go to their mother tongue instead of answering in
102 English language. One is while answering the question in the classroom, even during asking
103 permission they also use frequently Afan Oromo.

104 I: Do you think that using this mother tongue is beneficial for students' target language
105 improvement or target language proficiency? Shall I make it clear?

106 T4: No, I got the point. On one side, they develop their skill of Afan Oromo. But, on the other
107 side, most dominantly, it is not important, it is not advantageous for the students for their
108 further development of their target language use because after the high school, they may join
109 universities indifferent areas. When they join in that new area, the new language or develop
110 in English language they face great problems because of their low background experience.

111 I: Throughout your answers, you spoke the importance of English. As a History teacher, how
112 do you help your students speak English in classroom? You believed in its importance. Then
113 what techniques do you use to let your students speak in English?

114 T4: To motivate the students to speak in English, the only method I had I have in the classroom
115 is accepting in whatever broken English they approach me. I simply accepting and motivating
116 even if they speak in a very I mean in broken English language. One is, I motivate their
117 English method.

118 I: Ok how about if they don't even speak in that broken English how do you motivate them?

119 T4: Actually, if they do not attempt any activity by speaking English, I advise them to do so or
120 to do everything in English language in high school.

121 I: In your textbook, there are so many activities, for example, at the beginning of each unit,
122 there are key terms or terms to know, the list of vocabulary selected from the forthcoming
123 lesson and put in the introductory part. Do you teach those vocabulary or words to let your
124 students freely participate in your lesson? I asked you this question because it can be one
125 means of helping students.

126 T4: Exactly, you know our problem in teaching is the decrease of the time allotment in this year.
127 For the textbook previously three periods was allotted per week. But now it has been two
128 periods. Therefore, we are simply running to finish the portion. Therefore, we have no time
129 to give concentration to such problems. For example, the key terms given at the beginning of
130 each chapter is very important to help the students. Those key terms even I consider them as
131 basic concepts in the chapter. Therefore, the great problem we have now to solve such English
132 language problem is that we don't have time.

133 I: Again look, in your textbooks the group discussions and debates are given. Do you give such
134 activities to your students so that they can improve their oral proficiency?

135 T4: Thank you very much. This trend is not experienced in our school. That is why because of
136 the shortage of time. The time allotted for this course is very limited or shortened. It has been

137 three periods per week in the previous time. But now, they reduced to two periods per week.
138 Therefore, to such extra activities, we must get sufficient time.

139 I: Ok, I think there are some possibilities in which you can save your time to teach what is
140 given in the book. For example, it is possible to give students reading activities or reading
141 assignments instead of giving note. Look, each student has his or her own book.

142 T4: Yes.

143 I: What you give as a note is what is given in their textbook. Then what is the need of
144 duplicating papers, therefore? Since everything is with the students, why don't they come to
145 class and discuss it in class why don't you tell them to take some notes from their textbooks
146 and teach the other things?

147 T4: Again, this is another good question really. According to the new educational policy in
148 Ethiopia, students can prepare their own notes.

149 I: Can or can't?

150 T4: They can't, but the policy says they can prepare

151 I: Exactly, therefore, we should go according to the policy and teach and prepare our students
152 improve their subject matter as well as

153 T4: Even if the policy is allowing them to prepare their own note, administration of the school
154 forced teachers to give notes. The reason is they accept it negatively. They are always
155 saying it is not good for students. They are saying to the opposite of the policy. Now, I am
156 not interestingly giving the note. But I am forced to give them note because of the follow up
157 of the administration, the commanding of the administration.

158 I: The next question is, 'whenever you feel that your students haven't understood what you
159 have taught them due to their deficiency in the target language, how do you help them
160 understand it?' Now you enter class, start teaching in English. You say, 'have you
161 understood, no response; is it clear, no response; then what do you do?'

162 T4: This is what I am facing nowadays very frequently or very commonly. I directly go to
163 Amharic or Afan Oromo and translate. If the students cannot appropriately respond, my
164 teaching I directly go to Afan Oromo or Amharic.

165 I: Ok, now you can give your general comment, 'how do you think students can improve their
166 language deficiency. How can students use English instead of Oromo or Amharic or how
167 can they bring this habit to classroom?'

168 T4: One, the students must develop their skill of English language from the very beginning, from
169 the elementary school. Secondly, even after coming to the high school, as to me easily
170 communicate every minute in English even not only in the classroom but out of the classroom

171 in the school campus of the school. Every student always use English language they can
172 simply improve their English language. This is the way I think. Additionally, continuous
173 workshop should be given for the teachers to improve their language

174 I: Workshop, one another?

175 T4: Motivating the students to listen to radios transmitted in English language, like the BBC, the
176 Voice of Germany. This also improves their English as I think by frequently reading English
177 language materials written in English.

178 I: Not reading, now the problem is not with reading and writing. Though it is the problem, also
179 the focus is the students' not only the students' but the teachers' also are not willing to speak
180 shall I say? Sometimes they are not willing to speak, the other time they are no able to speak.
181 Anyhow thank you for raising such important points. You gave me good information; you
182 gave me your time and energy. Thank you very much; I appreciate you for your help, thank
183 you.

184 T4: Ok, all right.

Appendix E

Students' Questionnaire, English Version

Addis Ababa University

Faculty of Language Studies

Department of English

The objective of this questionnaire is for research purpose. The research is by no means judgmental or evaluative of individual student. The questionnaire comprises three sections. The first section comprises questions that try to identify the extent to which you use English as the medium of instruction in your History and Geography classes. The second section consists of questions that deal with the reasons for yours and your teachers' code-switching (shift of language from English to Oromo/Amharic) in your classes. The last section tries to identify your responses about the effort your teachers make to help you improve your oral English proficiency while using English as the medium of instruction.

Thus, you are kindly requested to show your agreement or disagreement by circling the number or letter of your choice or by filling in the blank spaces provided as required. In case you have more than one answer, you can circle more than one option. You do not need to write your name.

Thank you in advance for your unreserved cooperation!

Part I: Questions Related to the opinion about and the amount of students' and teachers' Use of EMI in Geography/History Classes

A/ Questions Related to Students' Agreement or Disagreement with the Use of EMI

Directions: Please read each statement thoughtfully and show your agreement or disagreement by circling the number in each cell.

Key: 5= Strongly Agree (SA), 4= Agree (A), 3= Uncertain (U), 2= Disagree (D) 1= Strongly Disagree (SD)

No.	Statements	SA	A	U	D	SD
1	Using English as the medium of instruction in History and Geography classes produces a better classroom atmosphere than using Oromo and/or Amharic. Therefore, I use EMI to a greater amount.	5	4	3	2	1
2	Using Oromo and /or Amharic frequently in History and Geography classes affects my English proficiency. Therefore, I use the target language.	5	4	3	2	1
3	It is confusing for students to learn the same lesson mixing English and Oromo and/or Amharic.	5	4	3	2	1
4	Most of the time, we interact using the target language because the more we practice the target language the more we improve our oral English.	5	4	3	2	1
5	Whether we understand what our teacher says or not, s/he explains the lesson in the target language.	5	4	3	2	1
6	Geography teachers and History teachers do not worry about students' use of English; it is the work of English teachers.	5	4	3	2	1
7	Because my English proficiency is not adequate to study subjects in English, I frequently use my mother tongue.	5	4	3	2	1
8	Whenever our teacher feels that we could not understand what s/he teaches us using English, s/he frequently switches code to our primary language.	5	4	3	2	1
9	Even if we understand what our teacher teaches us using English, it is a habit for him/her to switch to students' mother tongue.	5	4	3	2	1

10	Though we like to speak in English in Geography and History classes, our teachers do not give us chance to speak because they use most of the class time.	5	4	3	2	1
11	Our Geography teacher and History teacher encourage us speak in the TL.	5	4	3	2	1
12	Our Geography teacher and History teachers give us oral and written classwork (as indicated in students' texts) and encourage us to report to the class using the target language.	5	4	3	2	1

B/ Questions Related to the Amount of EMI Used By Students and Teachers

Directions: Please choose one of the options and put a tick () mark in the box provided against your choice. In the blank spaces provided, you are also required to write your answers clearly.

i. Questions Related to the Amount of Students' Use of the TL

13. What is the estimated frequency of your current use of English as the medium of instruction in relation to your use of mother tongue in Geography and History classes?

- I use more L1 than I use English.
- I use less L1 than I use English.
- I make a balanced use of L1 and English.
- I never use the local language in Geography and History classes.

14. What percent of Geography and History class time, in one lesson period, do you think you use English?

- | | |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 1%- 10% | <input type="checkbox"/> 51%- 60% |
| <input type="checkbox"/> 11%- 20% | <input type="checkbox"/> 61%- 70% |
| <input type="checkbox"/> 21%- 30% | <input type="checkbox"/> 71%- 80% |
| <input type="checkbox"/> 31%- 40% | <input type="checkbox"/> 81%- 90% |
| <input type="checkbox"/> 41%- 50% | <input type="checkbox"/> 91%- 100% |

ii. Questions Related to the Amount of Teachers' Use of the Target Language

15. What is the estimated frequency of your teachers' use of EMI in Geography and History classes when you relate it with their use of the local languages?

- They use more L1 than they use English.
- They use less L1 than they use English.
- They make a balanced use of L1 and English.
- They never use the local language in Geography and History classes.

16. What percent of Geography and History class time, in one lesson period, do you think teachers use English?

- | | |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 1%- 10% | <input type="checkbox"/> 51%- 60% |
| <input type="checkbox"/> 11%- 20% | <input type="checkbox"/> 61%- 70% |
| <input type="checkbox"/> 21%- 30% | <input type="checkbox"/> 71%- 80% |
| <input type="checkbox"/> 31%- 40% | <input type="checkbox"/> 81%- 90% |
| <input type="checkbox"/> 41%- 50% | <input type="checkbox"/> 91%- 100% |

Part II: Questions Related to Students' and Teachers' Reasons for Code- switching

17. If you do not use or rarely use the target language instead of Oromo and/or Amharic, it might be because:

- teachers do not encourage you to use it.
- the textbooks do not encourage the use of the it.
- you do not want to use the it.
- you are less competent to use it.

18. Why do you think you use Oromo and/or Amharic at Grade 9? Because it:

- facilitates my understanding of the subject I learn.
- is less time consuming.
- helps me feel more comfortable and confident.
- others, please specify.

i. _____

ii. _____

19. If you switch code to Oromo and/or Amharic in Geography and History classes, for what reasons do you use it? You can choose more than one option. I use it to:

- | | |
|---|--|
| <input type="checkbox"/> ask questions | <input type="checkbox"/> report to the class |
| <input type="checkbox"/> answer questions | <input type="checkbox"/> ask permission |
| <input type="checkbox"/> discuss in pairs | -others, please specify |

i. _____

ii. _____

Part III: Questions Related to Content area teachers' Help of Students to Improve Their Use of the Target Language

20. When you switch code, what measures do your Geography and History teachers take to encourage you to speak in the target language? They:

- give us chance to try in English again and again.
- advise us to prepare ourselves to speak it in the future.
- encourage us not to worry about English.
- teach us the list of the key terms given in students' text.
- take no action.
- Others , please specify

i. _____

ii. _____

iii. _____

21. In your view, how can your Geography teacher and History teacher help you improve your English language oral proficiency?

Thank you once again!

Appendix F

Students' Questionnaire, Oromo Version

Yuuniversiitii Finfinnee

Faakaltii Qu'annoo Afaanii

Muummee Ingiliffaa

Gaaffilee Barattootaan Deebi'an

Kaayyoon gaaffilee kanaa dhimma qorannoo qofaafidha. Qorannichi tasumaa dhimma dhuunfaa barataa madaaluuf kan dhiyaate miti. Gaaffileen siif dhiyaatan kun kutaalee sadiittii hiramuu. Kutaan inni jalqabaa himoota daree Seenaa/Ji'ogiraafii keessatti hammam Ingiliffaatti akka ati fayyadamtu beekuu kan dandeessisudha. Kutaan inni lammaffaan immoo Ingiliffaarraa gara Afaan Oromootti/Amaariffaatti maaliif akka gortukan qorachuuf dhiyaatedha. Kutaan inni dhumaammoo barsiisonni Seenaa/Ji'ogiraafii kee akka ati Ingiliffaan dubbachuu kee fooyyeffattuuf hammam yaalii akka godhan beekuuf kan dhiyaatedha.

Kanaaf, himoota dhiyaatan erga dubbistee booda, itti amantaa yookiin mormii kee agarsiisuuf lakkoofsa saanduqa hima fuuldura jiru keessaa filadhuutii itti maruun agarsiisi. Akkasumas, bakkawwan duwwaa dhiyaatan irratti immoo yaada kee akka barreeffamaan ibsituuf itti dabalee si gaafadha. Yaada dhiyaate tokkoof deebii tokkoo ol yoo qabaatte filannoowwan tokkoo olitti maruu nidandeessa. Maqaa kee barreessuu si hinbarbaachisu.

Gargaarsa of qusannaa hinqabne naaf gochuu keetiif durseen si galateeffadha!

Kutaa I: Gaaffilee Ingiliffaa daree Seenaa/Ji’ogiraafii keessatti hammam akka afaan barumsaatti itti fayyadamtan beekuuf dhiyaatan.

A/Gaaffilee barattoonni hammam Ingiliffaa akka afaan barnootaatti itti fayyadamuutti amantaa qaban agarsiisan.

Qajeelfama: Mee himoota dhiyaatan hubannoodhaan dubbisii filannoowwan dhiyaatan itti maruudhaan fudhachuu yookiin mormuu kee agarsiisi.

Furtuu: 5= Cimseen Amana (CA), 4= Nan amana (NA), 3= Nan Shakka (NSh), 2= Nan Morma (NM), 1= Cimseen Morma (CM)

No.	Himoota	CA	NA	NSh	NM	CM
1	Kutaa Seenaafi Ji’ogiraafii keessatti Ingiliffaa akka afaan barnootaatti fayyadamuun Afaan Oromoofi/yookaan Amaariffaa fayyadamuu caalaa barnootaaf haala gaarii uuma. Kanaafuu, baay’een itti fayyadama.	5	4	3	2	1
2	Kutaa Seenaafi Ji’ogiraafii keessatti Afaan Oromoo/yookaan Amaariffaa ammaa, ammaa fayyadamuun dandeettii Ingiliffaa kooirratti dhiibbaa fida. Kanaafuu, Ingiliffaattin gargaarama.	5	4	3	2	1
3	Ingiliffaafi Afaan Oromoofi/yookaan Amaariffaa waliin makanii barnoota ittiin barachuun nama dogoggorsa.	5	4	3	2	1
4	Yeroo hedduu daree keessatti Ingiliffaan dubbanna. Sababni isaas hammuma afaanichaan dubbannu dandeettii Ingiliffaa keenya fooyyeffachaa adeemna.	5	4	3	2	1
5	Waan barsiisaan keenya dubbatu hubannus hubachuu baannus inni Ingiliffaan ibsuu isaa ittuma fufa.	5	4	3	2	1
6	Barsiisonni Seenaafi barsiisonni Ji’ogiraafii waa’ee Ingiliffaatti dhiphachuun isaan hinbarbaachisu; dhimmi isaa barsiisota Ingiliffaa ilaallata.	5	4	3	2	1
7	Sababa dandeettiin Ingiliffaa kootii gosoota barnootaa addaddaa ittiin barachuuf ga’aa hintaaneeff, afaan dhalootaa koo baay’isee ittii fayyadamuutu narra jiraata.	5	4	3	2	1
8	Barsiisaan keenya wanti inni nu barsiise hingalleef jedhee yoo yaade gara afaan keenyaatti ammaa ammaa nuuf jijjiiree nu barsiisa.	5	4	3	2	1

9	Barnoota Ingiliffaan baranne hubannus hubachuu baannus barsiisaan/ttuun keenya Afaan Oromootti goruun amala ta'eefii jira.	5	4	3	2	1
10	Nuyi Ingiliffaan dubbachuuf fedhii yoo qabaannellee barsiisaan/ttuun keenya ofii isaatii/isheetii yeroo bal'aa waan dubbatuuf/ttuuf carraanuuf hinkennu/nmitu.					
11	Barsiisaan Seenaafi barsiisaan Ji'ogiraafii keenyaa akka nuti Ingiliffaan dubbannuuf nu jajjabeessuu.	5	4	3	2	1
12	Barsiisaan Seenaafi barsiisaan Ji'ogiraafii keenya hojiilee dubbiifi barreeffamaan deebi'an (akkuma kitaaba barataa keessatti ibsame) akka hojjennee Ingiliffaatiin gabaasnuuf yeroo nuuf laatu.	5	4	3	2	1

B/ Gaaffilee Kutaa Seenaafi Ji'ogiraafii keessatti Hamma Itti Fayyadama Ingiliffaa Barataafii Barsiisaa Agarsiisan

Qajeelfama: Gaaffilee armaan gadii dubbisiitii filannoo deebii keetii dura saanduqa jiru keessa mallattoo () kaa'i. Bakka duwwaa kenname keessatti immoo, gaafficha erga hubattee booda yaada kee barreeffamaan ibsi.

i. Gaaffilee Hamma Itti Fayyadama Ingiliffaa Barattootaan wal Qabatan

13. Ingiliffaa kutaa Seenaafi Ji'ogiraafii keessatti hammam itti fayyadamta yerootti fayyadama afaan dhalootaa keen wal bira qabdee ilaaltu?

- Afaan dhalootaan afaan Ingiliffaa caalaa fayyadama.
- Afaan dhalootaa Ingiliffaan gadittan fayyadama.
- walqixan itti fayyadama.
- Afaan dhalootaa kutaa Ji'ogiraafiifi Seenaafi keessatti tasuma hinfayyadamu.

14. Kutaa Seenaafi Ji'ogiraafii keessatti, wayitii barumsaa tokko keessatti, tilmaamaan dhibbantaa meeqa Ingiliffaatti fayyadamta sitti fakkaata?

- 1%- 10%
- 11%- 20%
- 21%- 30%
- 31%- 40%
- 41%- 50%
- 51%- 60%
- 61%- 70%
- 71%- 80%
- 81%- 90%
- 91%- 100%

ii. Gaaffilee Itti Fayyadama Ingiliffaa Barsiisaan Walqabatan

15. Akka tilmaama keetiitti kutaa Seenafi Ji'ogiraafii keessatti Afaan Oromoofi Amaariffaa bira qabdee yammuu ilaaltu barsiisonni kee Ingiliffaatti hammam fayyadamu?

- Ingiliffaa irra Afaan Oromoo/Amaariffaa fayyadamu.
- Afaan Oromoo/Amaariffaa irra Ingiliffaa caalmaatti fayyadamu
- wal qixa itti fayyadamu.
- Kutaa Seenaa fi Ji'ogiraafii keessatti afaan dhalootaa tasumaa hinfayyadaman.

16. Kutaa Seenafi Ji'ogiraafii keessatti, wayitii barumsaa tokko keessatti, barsiisonni tilmaamaan dhibbantaa meeqatu Ingiliffaatti fayyadamu jettee yaadda?

- | | |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 1%- 10% | <input type="checkbox"/> 51%- 60% |
| <input type="checkbox"/> 11%- 20% | <input type="checkbox"/> 61%- 70% |
| <input type="checkbox"/> 21%- 30% | <input type="checkbox"/> 71%- 80% |
| <input type="checkbox"/> 31%- 40% | <input type="checkbox"/> 81%- 90% |
| <input type="checkbox"/> 41%- 50% | <input type="checkbox"/> 91%- 100% |

Kutaa II: Gaaffilee Sababa Ingiliffaarraa Gara Afaan Oromoo/Amaariffaatti Goramu Ibsuuf Gaafataman

17. Yoo tasumaa Ingiliffaatti hinfayyadamtan yookiin xiqqoo, xiqqoo fayyadamta ta'e sababni isaa: barsiisonni keessan akka isin itti fayyadamtaniif isin hinjajjabeessan
 kitaabileen barataa barattoota hinjajjabeessan.
 barattoonni Ingiliffaatti fayyadamuu hinbarbaaddan.
 akka Ingiliffaadhaan hindubbanneef dandeettiin keenya gadaanaadha.

18. Kutaa 9^{ffaa} tti maaliif Afaan Oromoonfi/yookaan Amaariffaan ammaa ammaa dubbatta sitti fakkaata? Sababa inni:

- Wanta an baradhu salphaatti akka naaf galu godhuuf
- yeroo waan qusatuuf
- akkanatti toluufi ija jabummaa akkan argadhu waan godhuuf.
-kan biraa yoo jiraate ibsi.

i. _____

ii. _____

19. Kutaa Seenaafi Ji'ogiraafii keessatti yoo Afaan Oromoofi/yookaan Amaariffaatti gargaaramta ta'e, sababa attamiitiif itti gargaaramta? Kaniin itti gargaaramu:

- gaaffii gaafachuuf dareef gabaasuuf
 deebii deebisuuf eyyama gaafachuuf
 gareen mariyachuu keessatti - kan biroon yoo jiraatan ibsi.

i. _____

ii. _____ .

Kutaa III: Gaaffilee akka Barsiisonni Seenaafi Ji'ogiraafii Dandeettii Ingiliffaa Barattootaa Cimsuuf Gargaaran Yookiin Dhiisan Beekuuf Dhiyaatan

20. Yammuu Ingiliffaarraa Afaan Oromoottifi/yookaan Amaariffaatti gortan, barsiisonni Seenaafi Ji'ogiraafii keessan akka isin Ingiliffaatti deebitaniif tarkaanfii attamiifaa fudhatu?

- Ammaa ammaa Ingiliffaa akka shaakalluuf carraa nuuf laata/tti.
 Akka gara fuulduraatti dubbachuu yaalluuf nu gorsu.
 Waa'ee Ingiliffaa akka nuyi hindhiphanneef nu gorsu.
 Jechoota kitaaba barataa keessatti ibsaman nu barsiisu.
 Tarkaanfii tokkoyyuu hinfudhatan.

-Kan biroon yoo jiraatan ibsi

i. _____

ii. _____

iii. _____

21. Akka ilaalcha keetiitti barsiisonni Seenaafi Ji'ogiraafii keessanii yoo maal godhan dandeettii Ingiliffaa keessan fooyyessuu keessatti hirmaachuu danda'u jettee yaadda?

Irra deebi'een si galateeffadha!

Appendix G

Teachers' Interview Guide

Welcome. Thank you for allowing me to speak to you. I am doing research entitled “STUDENTS’ AND TEACHERS’ USE OF ENGLISH AS THE MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS: ORAL INTERACTION IN FOCUS”. I assure you that the interview functions only for this research. Therefore, I would like you to be free to tell me your experiences concerning the study.

1. What do you think is the advantage of using EMI in subject area classes at high school level?
2. Why do you think students use Oromo/Amharic at grade 9?
3. How do you view the common criticism that using MT at high school level reduces student’s exposure to English?
4. Do you think that your current use of English in Geography/History classes is maximum or minimum, how about that of your students?
5. What percentage of the Geography/History period, in one lesson period, do you think you use English?
6. What percentage of the Geography/History period, in one lesson period, do you think students use English?
7. Sometimes, content area teachers use both English and Oromo/Amharic simultaneously in one lesson. Why do you think they do so?
8. If you switch code in subject area classes, for what reasons do you do so?
9. Do you think that switching to the MT in EMI classes can be beneficial to the students’ TL proficiency?
10. When your students switch code, what measures do you take to encourage them to speak in the TL?
11. Whenever you feel that your students have not understood what you teach them due to deficiency in the TL, how do you help them understand it?
12. Give your general opinion the way students can improve their use of English in EMI classes.

Thank you for your cooperation!